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THE AMERICAN School Board Journal

A Periodical of School Administration

ADMINISTRATION: SUPERVISION: FINANCE: PERSONNEL MANAGEMENT: BUILDING DESIGN & CONSTRUCTION: BUILDING OPERATION



AND MAINTENANCE: BUDGETING AND ACCOUNTING: RESEARCH: PUBLIC

*In this Issue: Selection, Classification, and Promotion of
School Principals—WILLARD S. FORD*

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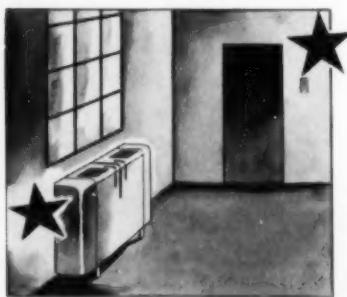
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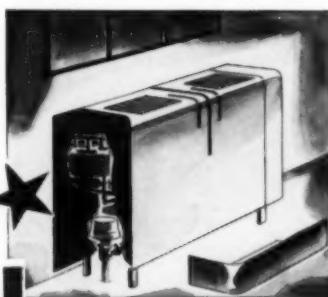
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SCHOOL OFFICIALS WHO READ

Is it necessary that school officials be informed on the progress made in their field of work, and if so, are the sources of information reasonably reliable and readily accessible? The answer here is decidedly in the affirmative.

Some forty years ago the literature on school administration was meager and fragmentary. When in 1891, the AMERICAN SCHOOL BOARD JOURNAL made its first appearance, it was the pioneer publication of its kind. There were many educational magazines but all were devoted to the classroom labors. The subject of school administration was not definitely or comprehensively dealt with.

Since then the literature on the subject has grown enormously. Every phase of the administrative service is adequately treated. No school official need remain uninformed. The best thought and experience achieved in the field of school organization, school finance, school supervision are recorded and rendered accessible to those who may profit by it. No vital problem remains unanswered. The practices and procedures commonly accepted have been evolved within the past fifty years.

It need not be emphasized that ready access to the literature on the subject of school administration makes for both efficiency and economy, and renders the service more orderly and harmonious. Besides, it renders the school officials' task easier and more satisfactory in that it tends to eliminate misunderstandings and misconceptions.

THE EDITOR

TITLE PAGE AND INDEX

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The contents of this issue are listed in the *Education Index*. Member, Audit Bureau of Circulation and Associated Business Papers.

THE SMALLER SCHOOL OPENS A NEW BOOK

Can you picture a book setting forth the latest and best in teaching and school management? If such a book actually were written, its pages would be alive with news of better methods—methods more agreeable to use and more certain to bring results. It would tell about new lesson sheets, forms, and other present-day devices of teaching and school administration. Now these betterments, pioneered by the larger schools, are open to smaller schools—made possible by the low-cost Mimeograph Process. For free interesting booklet, "The All-Purpose Duplicating Process," write to Educational Department, A. B. Dick Company, Chicago.

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THE AMERICAN School Board Journal

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HOW NOT TO HIRE YOUR TEACHERS

JOE

C. O. Richardson¹

Joe Stewart didn't like to go to school. The law said he must go until he was sixteen, or until he completed the eighth grade, unless the district maintained a high school, in which case he must go there also. Joe thought the law a bad one.

He was sixteen the year he was in the tenth grade, the same year his brother Royce ran away from home. Royce had graduated from high school, then gone to college one year, secured a teacher's certificate and got a school to teach near home. But people said that the year at college spoiled Royce Stewart; he quit going to church, began to drink, was arrested for speeding and spent three days in jail. The next year he failed to get his school back, and when cornhusking time came that fall, he was missing. Mr. Stewart needed both boys on the farm, and after his older son deserted, Joe had to work much harder.

Too Much Work and Too Little Play

"Why weren't you out to basketball practice last night, Joe?" Superintendent Thompson asked the lad one November morning. "It was our first practice and Mr. Young wanted all the players out."

"Guess they can get along without me," responded Joe.

"You'd make a good guard this year, and if you grow next summer like you did the one past, you'll make a good center."

"There'll be plenty of centers."

"Don't you want to play?" demanded the superintendent.

"Oh, I don't care much."

"Now Joe, you can't tell me that. What's the trouble?"

"Dad won't let me."

"Why?"

"Says he needs me."

"At night?"

"Well, said I couldn't play basketball and go to dances both."

"So you chose the dances and dropped basketball?"

"Uh huh."

"Plenty of time to dance later. You're only in high school four years of your life."

"That's too much."

"There'll come a time when you'll be sorry if you don't go. They all say that, Joe."

At this Joe was silent.

The basketball season passed and the Auburn team came close to winning state-tournament honors. That meant many trips during the season and a number of social events afterward, all of which Joe missed but about which he heard plenty from the team. Meanwhile his interest in school

lagged despite the effort of Mr. Thompson and his teachers.

"I wish I could make Joe see his mistake," Mr. Thompson said to his principal one day near the close of school. "He's not a bad boy but he's getting terribly indifferent lately."

"Yes, I'm afraid he'll go just like Royce," said Miss Bell.

"His father is partly to blame," continued Mr. Thompson. "He should remember that boys must have time for sports and play. He gave Joe his choice of basketball or dances and the boy chose the latter. There's where a father's influence would count a lot. What can one do?"

"Talk to the old man. He doesn't see the benefit of athletics."

"That would take courage," said Mr. Thompson, laughing. "Likely I'd be told to attend to my own business."

"Well, Joe's got to come to school until he's sixteen. He lives in this district."

"I wonder if I could tell Mr. Stewart —" mused Thompson. "Like as not I'd get him pretty sore, then he'd complain to the school board —"

"And then you'd get fired for trying to help a boy," added Miss Bell bitterly. "I wish teachers weren't so dependent."

The Parent's Responsibility

Mr. Thompson thought often of Joe's case during the following weeks. One day he met Mr. Stewart in the village. After a few casual remarks he asked, "Where's Royce, Mr. Stewart?"

"I wish I knew, Mr. Thompson," declared the farmer, wearily. "He's only written once since he left home, and his mother's half sick about it."

"She worries about him, no doubt," Thompson said sympathetically. "By the way, I wish we could have had Joe on the basketball team last winter. I think it would have made him more interested in school."

"He had his choice, basketball or dance," replied the farmer with evident self-justification.

"We tried to point out that he's in high school only four years but he can dance all the rest of his life."

"Yes, that's true," agreed Mr. Stewart.

Silently Mr. Thompson's thoughts were running thus: "Confound the man, can't he see that it was his own fault by giving Joe his choice? He must take some responsibility. How can I tell him?"

"I'm sorry. We've done our best to keep him interested, but he doesn't seem to have any heart in his work," he said aloud.

"Nor at home, either," added the father. "That's the way it goes! You slave for them from morning till night, and work your head off trying to meet interest and

taxes, and worry about crops and drouth, and then have them leave you just when you need them most."

"I don't know how *you* do it, Mr. Stewart," began Thompson gingerly, "But I know some farmers sort of make their sons partners; give them a share in some of the crops and stock. If they feel they have a little responsibility, they'll take more interest."

"My father didn't do that with me. I worked at home till I was twenty-one and then struck out renting for myself. It's a child's duty to help his parents. Lord knows they cost aplenty."

"Sometimes it's hard for young people to see their duty," observed the superintendent meaningly.

* * *

Summer vacation was half spent when Mr. Thompson was stopped by a friend.

"Did you hear that Joe Stewart ran away Saturday?"

"No, I hadn't heard it," said the superintendent. "But I'm not surprised."

"Went just like Royce; and his mother is sickly, too."

"It's a shame."

"It seems she found a note in his room saying he was leaving and for them not to look for him. His sister Mabel heard her mother scream and found her holding the note tight in her hand, half unconscious."

"What did Mr. Stewart say?"

"Nothing; he's pretty mad, though."

"It's partly his own fault," declared Mr. Thompson. "This thing has been brewing a long time. If Mr. Stewart had treated his boys like partners instead of like machines, they would be at home."

"You're right. However, I hear that Joe is with an uncle in Centerville. They're going after him; the boy is only seventeen."

As Mr. Thompson was reading after dinner, a car stopped before his house and a man came to the door. It was Stewart, and Thompson invited him in.

"No, I can't come in, Mr. Thompson. I want to ask you a favor."

"I'll be glad to help you any way I can. Is it about Joe?"

"Yes. You've heard about it, of course; everybody knows everyone's business here. Will you go over with me and help get him to come home?"

Then Mr. Thompson decided on a necessary step. "What inducements have you to offer him to come back?" he asked. "If you expect him to come home and be just another piece of machinery on the farm, there's no use of my going."

"He should work," insisted the farmer.

"Of course he should, and he will," promised Mr. Thompson. "But conditions are different today. You must use a little psychology on the boy. Take him into partnership with you and tell him the details of your affairs. Give him a little responsibility and then give him time for his outside activities. See how Mr. Banister has

(Concluded on page 80)

Selection, Classification, and Promotion of School Principals

Willard S. Ford, Ph.D.¹

Every person in a school organization is inclined to consider his own the key position. Aside from the prejudice which intimate familiarity and close association with one's own position gives, board members, superintendents, teachers, children, and school patrons would generally agree that the principalship of a school unit is the most important educational position in a system. It is undoubtedly the position of largest responsibility and educational opportunity in the school. The principal's ideals and abilities tend to fix the maximum capacity of the school for educational service. Cubberley states this effectively in his book on the principalship as follows:

The position of principal in a school system is a position of strategic importance. The larger the school system becomes the more strategic becomes the position of principal. Upon the educational insight, largeness of vision, good nature, ability in administration, discretion, tact, personal loyalty, and frankness in discussion of the principles of a school system, the success or failure of the policies evolved for the conduct of a school system in large part depends.²

Rice, Conrad, and Fleming evaluate the position of principal as follows:

The principal of a modern high school is in a position of strategic leadership. No one else in the educational system has an equal opportunity to influence positively and immediately either educational policy or practice, no one else has such close contacts with and direct influence upon so many of the school personnel.³

The educational importance of the principalship makes the selection, classification, and promotion of school principals a major responsibility of educational administration.

Selection of Beginning Principals

The small school organization has few principals to select. These positions are filled only infrequently. Where selection is made by the members of the lay board of education, they depend largely upon personal impressions of the candidate's qualifications and of the recommendations written in support of the applicant. The problem faced here is different only in degree from that faced in the large school system. Neither personal impressions received from interviews or the evaluation of recommendations written in favor of candidates are highly reliable methods of evaluation of qualifications. Positions of such importance and which carry such varied responsibilities justify an improved selection procedure.

¹Chief Deputy Superintendent of Schools, Los Angeles, Calif.

²Elwood P. Cubberley, *The Principal and His School*, Houghton Mifflin, p. 22.

³Rice, Conrad, Fleming, *The Administration of Public High Schools Through Their Personnel*, Macmillan, 1933, p. 183.

Two general policies are current in the selection of staff members. One is the political method, the other is the professional method. Both exist in varying degrees in most situations. The political method selects staff members on the basis of individual opinion, personal friendship and loyalty, advice and recommendation of influential people, and various types of pressure from individuals and groups. The professional method first prepares the job specifications for the position as a result of the analysis of the duties and responsibilities, then sets up an organized procedure for the measurement of these qualities. While many of the qualifications required for the principalship may only be measured by subjective judgment, the development of standards, of comparisons, and the use of the jury method of evaluation will greatly increase the reliability of such evaluation.

The Los Angeles city schools have modified their procedures for the selection of principals a number of times during the past few years in the effort to secure a merit system which will recognize superior ability. The plan now in operation consists of four parts:

1. A written objective-type test, to be restricted to questions appropriate to the position for which the examination is being held, and to measure as far as possible information and abilities necessary for the position.

2. An oral interview for the evaluation of personal characteristics desirable for the position. All candidates for a particular type of position are interviewed by a committee of three. A scale is agreed upon as a guide for grading and the complete file of personnel data of the applicant is available for the committee at the time of the interview.

3. Evaluation of training, both formal

TABLE I. Elementary Principals' Salary Schedule, 1937-38

Class	Salary Brackets				
I	252	257	261	266	271
II	291	296	302	307	314
III	325	331	336	343	350
IV	364	369	378		358

TABLE II. Junior- and Senior-High-School Vice-Principals' Salary Schedule Effective February 7, 1938

Class	Salary Brackets				
I	319	329	338	348	358
II	348	358	367	377	387
III	377	387	396	406	416

TABLE III. Junior- and Senior-High-School Principals' Salary Schedule Effective February 7, 1938

Class	Salary Brackets				
I	426	436	445	455	465
II	455	465	474	484	494
III	484	494	503	513	523

and informal. A complete transcript of college and university work is required. Opportunity is provided for all candidates to submit evidence of miscellaneous experiences which might have training value for the position.

4. Evaluation of experience in the service of the Los Angeles schools and in other employments, either educational work or in other types of paid and voluntary activities. Ratings by principals and assistant superintendents are supplemented by letters of recommendation from other sources.

These four factors are weighed in the calculation of the composite score as follows:

Factors	Per Cent
Written Test	20
Personal Characteristics	30
Training	20
Experience	30

Professional information and preparation receive a total weight of 40 per cent, while personal characteristics and experience are weighted 60 per cent. These weightings have been arrived at empirically as a result of experience in various examinations.

The essential elements in this method of selection have been in use for a period of three years with satisfactory results. All of the 24 principals appointed during this period have been judged to be strong or superior principals by the assistant superintendents in charge.

Classification of Principals

Los Angeles has 400 schools varying in pupil enrollment from less than 100 to 4,500. A number of these schools are special schools for physically handicapped, subnormal children, and behavior problems. The classification of the principals of these schools recognizes in a general way the difference of responsibilities and at the same time provides an opportunity for the recognition of growth in service by promotion from group to group. Separate classifications are made of elementary, high-school, and junior-college principals, which under the California school law are governed by three separate school districts. Recent changes of policies approved by the board of education have modified the classification procedure in the Los Angeles city schools. Effective February 7, 1938, elementary principals will be classified into four equal groups, 25 per cent in each group, provided that, if equal divisions are not possible, the larger number of principals shall be placed in the lower groups. Junior- and senior-high-school vice-principals are to be classified into

three groups and junior- and senior-high-school principals will be classified into three groups. The salary schedules to which the various groups in the classification are assigned are given in the attached Tables I, II, and III. A six-step salary schedule is provided for elementary principals, with the exception of Class IV which has three brackets; the junior- and senior-high-school vice-principals and principals have five-step salary schedules. For the elementary principals salary increments are continuous from bracket to bracket and from group to group, ranging from the beginning salary of \$252 a month to the maximum salary of \$378 per month. The high-school vice-principals' and principals' salary schedules overlap from group to group. When promotion is made from one group to the next the individual is placed on the new salary schedule one bracket in advance of his previous salary. The junior- and senior-high-school vice-principals' salaries range from \$319 to \$416 per month, and the principals' salaries range from \$426 to \$523 per month. High-school principals' salaries range from \$426 to \$523 per month.

The advantages which it was sought to secure in the establishment of this system of classification are stated as follows:

1. Merit rather than accidental growth of schools will determine the increases which principals will receive in salaries.

2. Educationally undesirable changes in principalships will no longer be necessary merely on account of changing enrollment in schools.

3. Principals may remain without loss of salary in a school which declines in enrollment.

4. Principals especially qualified for and interested in small schools may be assigned without loss of salary to small schools in which there are particular educational problems.

Assignments and transfers of principals are made in accordance with the following general policies:

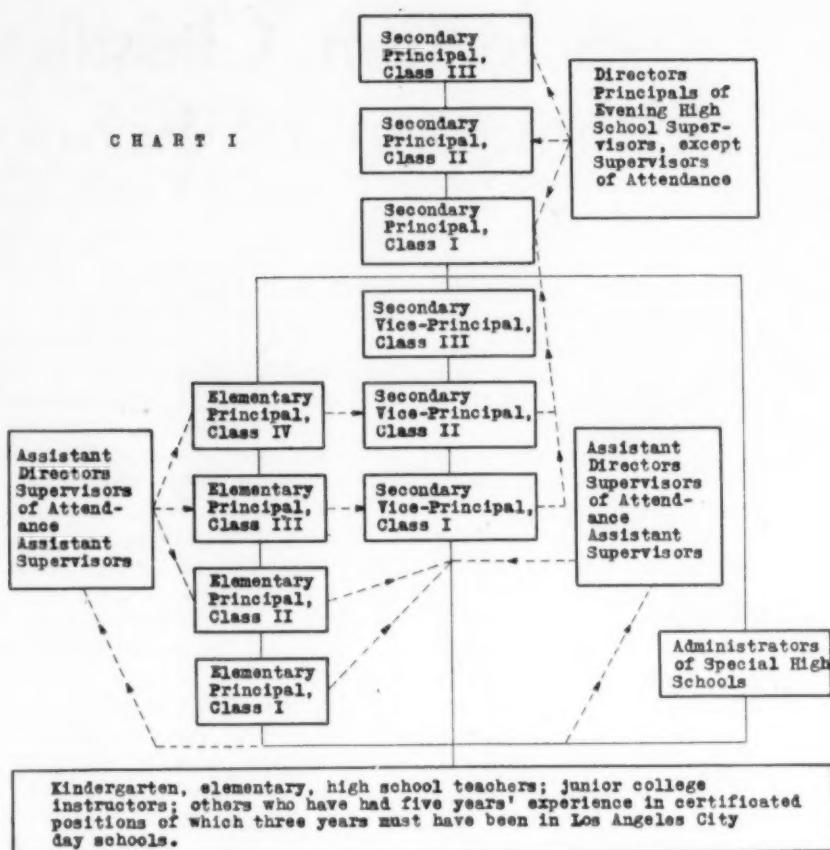
1. The accumulated value of acquaintance with pupils, teachers, and community shall be conserved by the retention of principals in schools for a period of not less than two years and preferably more as a matter of general policy. Only when adjustments are necessary for the welfare of the schools should this policy be set aside.

2. Assignment of principals to schools will be made in relation to the personal abilities, desires, and successes of the principals in relation to the particular needs of the schools and communities as well as in terms of classification and placement on lists.

3. The assignment of principals to schools will be made on a city-wide basis through the co-operation of all assistant superintendents and the Personnel Division.

4. The classification and promotion of principals shall be made on the basis of

CHART I



Classification and routes of promotion for principals in the Los Angeles Schools.

merit, and their assignment shall be independent of their classification as it relates to size of school.

5. Whenever possible, the interests, desires, and place of residence of principals will be considered in making assignments.

Promotion of Principals and Vice-Principals

The maintenance of morale in a school organization is best secured when the members of the organization recognize that advancement from position to position is based upon merit and demonstrated ability rather than friendship and political preference. The merit system of promotion is therefore equally important in promotion as it is in selection. The system of promotion in the Los Angeles city schools seeks to secure this result by an examination procedure similar to that used in the selection of principals. The chief differences are in the weightings given to the various factors of the examination. For the promotional examination the weightings are as follows:

Factors	Weighting
Written Test	15
Personal Characteristics	30
Training	15
Experience	40

Under an effective merit system it is important that members of the organization know the possible lines of promotion in order that they may make personal preparation for the examinations to be held. The general lines of promotion in the Los Angeles city schools are indicated in Chart I. A teacher may move from one school level to another by examination and to the

beginning principalship and up through the various groups until the highest class is reached in elementary or secondary schools. Elementary-school principals are given the opportunity to compete for transfer to high-school vice-principalships and principalships.

Qualifications which have been set up as common to positions have been stated as follows:

1. For the beginning classification of each position, a bachelor's degree is required. In the secondary field consideration will be given to the possession of a master's degree in the evaluation of training, though the degree will not be required.

2. For the promotional classification, no degrees are required, but consideration will be given in the evaluation of training to the possession of a bachelor's degree in the elementary field and of a master's degree in the secondary field.

3. Applicants must hold a valid California administration credential qualifying them to serve in the position for which they are applying.

4. Applicants will be required to secure from the Health Service Section, Los Angeles city schools, a certificate of physical and mental fitness to engage in teaching service.

5. An applicant must hold permanent status as a certificated employee, or as a noncertificated employee with former permanent status as a certificated employee, or must have held a certificated position in the Los Angeles city schools for three

(Concluded on page 80)

How the School Board May Function for a Good School

L. A. Zelift¹

When a school district is formed, the management of its schools is placed in the hands of a board of education consisting in the several states of a varying number of individuals, who in turn employ a superintendent to take over the details of administration. The school board is the legislative, policy-making branch of school government and derives all its powers from the laws under which it operates. The school-board member has effective legal powers only when the board is in session. The superintendent employed by the board to direct the schools is the manager of the school system and, as in industry, he is the executive held responsible for the success or failure of the organization. Large corporations in the industrial world have reached the highest peak of efficiency under the guidance of boards of directors; their executives are not hedged about with any limitations, except the policies adopted by the board of control. While industrial efficiency does not belong in the schools, yet the latter could profit much and produce more definite and tangible results if their superintendents and principals were not encompassed by so many restrictions.

Trained and experienced school executives may be ever so skillful in administration, but if they do not have sufficient authority to execute the plans and policies of the school boards, they cannot do their best work. The superintendent as the executive officer of the school, should attend the board meetings, and have a voice in the deliberations. It is difficult to comprehend how a superintendent and a school board can co-operate or be of assistance to each other if the superintendent does not attend the board meetings. He should be granted the authority to enforce whatever measure has been agreed upon. If this seems to be dictatorial, it must not be forgotten that the average school-board member is busy with his own activities and problems, and he is not trained in the intricacies of schoolwork. Many members seldom visit the school, and they know nothing of its management, except what they learn from second-hand sources.

Membership of the School Board

It is just as important to have honest, upright, and intelligent men and women on the school board as it is to have an able superintendent and competent teachers in the school. The school will not function properly if either is lacking.

It is occasionally said that business and professional men have no place on a school

board because of the strife, friction, and other unpleasantries which members must face in the course of their service. It is probable that some competent men and women in small communities shun membership on the school board for this reason. However, it is common knowledge that people admire any official who has the courage of his convictions. If membership on a school board will drive business or professional patronage away, then something is wrong with the management of the school, and the evil whatever it may be, must be corrected for the welfare of the school as well as the welfare of the board member.

School boards, as a rule, are composed of the best men and women of the community. They usually possess a high sense of public duty and are intelligent, reasonable, and openminded. If they do their duty fearlessly but tactfully and convince the thinking element of the community that they are actuated by a sense of public welfare and fair play, they need not fear that work on the school board will be an obstacle in their occupation and cause them any permanent financial loss.

Good citizens who possess elements of leadership owe a little time and thought to the community's institutions and its endeavors of various kinds. If they do not serve the school, this institution will fall into the hands of radical, irresponsible, or self-seeking people who have no idea of the true function of education. Where such individuals gain office, prejudice, hate, and factional strife are likely to occur. In the end, the children suffer because they are denied the heritage of an efficient education which is rightfully due every citizen.

Elect the Superintendent for a Term of Years

In a very true sense the first duty of the school board, after its organization and the election of its officers, is the appointment of a competent superintendent. A school that changes superintendents every few years develops internal troubles which are not conducive to efficiency, and there is no permanency to its work. Unless a superintendent gets acquainted with the school and the community and has the opportunity to make long-range plans, he cannot do justice to any policy and he cannot adequately solve instructional and administrative problems. When a superintendent is doing satisfactory work and the financial affairs of the district are carried on in a businesslike way, he should be allowed to stay as long as he is competent.

No superintendent can attain his objectives in one year. It is advisable that the superintendent be elected for a term of years as most state laws permit. He should not be troubled by the uncertainty of an annual election which even the strongest man dreads. There are times when it is necessary for him to take a determined stand against abuses and improper practices in the schools, and if he is elected for a term of years, he can courageously face these difficulties. If he is elected early in the year, he will have time to select the teachers and investigate their records for the information of the board and make plans for the coming year.

Too many communities still look upon the superintendency as political in character and do not realize that in common with all teaching positions it is entirely professional. Teaching deserves as much respect as does the work of the physician, the lawyer, and the engineer because it is socially as important and far-reaching in its effects. There is no reason why the superintendent or teachers should not stay in a community during a lifetime as other professional men and women. If a superintendent is considered inefficient because he stays in his school for a number of years, it must not be forgotten that the same measurement of personal success can be applied to all business and professional men who remain in a community. There is no more danger that a superintendent and teachers will get into a rut and fail to keep up with their calling than there is for any other professional people.

The superintendent's salary is often far below the income of business and professional men with whom he must be associated. An excellent means of raising a superintendent in the respect of a community and of enabling him to keep up with the progress made in education is to pay him a sufficient salary.

Co-operate With Your Superintendent

No superintendent or principal can handle a school for himself; he must have the strict, willing, and absolute co-operation of those in legal authority and of everyone employed in the school system. School problems often challenge the most courageous and fearless leadership of the best trained and most practical-minded executives. The proper discipline among pupils, teachers, and other employees who have lost respect for the school because of mal-administration, is often the first problem to be solved by a new superintendent be-

¹Superintendent of Schools, Stanberry, Mo.

fore the school can settle down to steady work. This requires skill, patience, and tact on the part of the administrator and the fullest co-operation of the school board. If teachers, pupils, and parents find that they can appeal to the school board from the decisions of those in charge of the school, the morale inevitably breaks down. The community must be made to realize that the school is for the children, and for their educational welfare, and its executives will not be interfered with in their decisions so long as they are able and fair.

Let the Superintendent Select Teachers

The legal employment of teachers is the duty of the board of education, but this body to secure the maximum efficiency, should grant to the superintendent, and in the smaller schools to the principal, the power to employ and discharge teachers and other employees. Many school-board members do not know the reason for this procedure and honestly think that the school executive has some mysterious psychic or physical ability to manage a school without authority. They proclaim that they will give the superintendent all the authority he needs, but they do not realize that teachers, like other employees, respect the man who employs and discharges them. The superintendent cannot discipline teachers, pupils, and other employees if he has no voice in selecting those under his direction. It is not fair to expect good work and a well-governed school, and not give the superintendent power at least to nominate and assign teachers. Businessmen know what would happen if they could not employ and discharge their employees.

Giving the superintendent the appointive power does not make a rubber stamp of the school board, and any experienced board member will admit that there are many other duties that challenge the highest capacities of any group of men and women. Board members should honestly ask themselves *why* they wish to retain the power of appointment. The answer would usually be that they wish to reward friends with jobs, set up a little political influence of their own, place the jobs where they will help their private business or profession, or enjoy tickling their vanity. School positions should be for those who are qualified and should not be considered the property of the board members to be disposed of as they please. Men who have this idea drag the evils of the political spoils system into the school, and the children and community suffer.

The superintendent knows the qualifications and legal requirements of the candidates for teaching positions and, if he has worked in the school, he knows those teachers who should be retained or discharged. Some school boards go so far as to have their superintendent leave the room when the teachers are employed and proceed to vote by ballot to fill each position. Where this is done the perplexed superintendent

becomes a mere shadow of an executive, and sees incompetent teachers come and stay in the school. The right administrative procedure is to delegate the superintendent, after careful investigation of candidates, to present a recommended list of applicants for each position, since the law usually gives the board the final appointive power, and to accept or reject the candidates from these lists. No one should be employed unless recommended by the superintendent.

Appoint Good Teachers

A school is no better than its teachers and often no stronger than the weakest one in the system. If the school board requires as a duty that the superintendent employ the most competent and the best trained teachers he can find and keep them in the system, the members will find that most of the friction between the school and the community will be eliminated. When a teacher learns to know a school and a community — its shortcomings as well as its good points — she can do much better work. If the board fills up the school each year with young, incompetent, and inexperienced teachers, it cannot expect a good school.

If the teachers knew for certain that their tenure depends upon the recommendation of the superintendent, many evils in a school system will clear up. Lazy, selfish, and refractory teachers do immensely better work when the friction that results from dual authority is absent from the school. It is not to be assumed that many teachers are disloyal or non-co-operative, for they are not. By far, the greater number of teachers recognize the problems that confront an administrator and co-operate to the fullest extent to make their classes function for those for whom it is intended — the children. The modern teachers' colleges train their students to recognize the fact that the superintendent is the professional and official head of the school.

Pay your teachers as much as you reasonably can and pay them regularly. A teacher who receives a decent salary is more contented, does better work, and naturally takes more interest in her work. A teacher who loses interest in her work is a "dud" in any school system.

Adopt Good Policies

Most school boards try, so far as they are able, to adopt the best policies for their schools — always keeping in mind the best interests of the children. In the formulation of policies, the superintendent may be presumed to be trained in school administration, and his advice should be respected as that of an expert. Much trouble can be avoided if a school board will heed the advice of a competent superintendent. He is not infallible but laymen who are accustomed to deal with affairs can quickly detect unworkable principles that the superintendent may advocate and check a too ambitious program. A good superin-

tendent will have very definite plans for the year-to-year improvement of the schools, and these plans should be approved if they fit into community needs.

Set a regular time for board meetings. Each member should attend regularly — you cannot know what is going on and not attend the sessions. When any problem comes up outside of the regular meetings, don't see a few members and agree to something without informing all the members. This practice is usually illegal and may be a source of embarrassment. Require the secretary to keep a detailed record of each board meeting — the minutes are invaluable as a legal record in any difficulty.

In the minds of most school-board members, the financing of the school takes first place. It is a good policy for the board member to familiarize himself with the economic abilities of the school district and with the main aspects of the financial and tax situation. It is well also to require the superintendent to become thoroughly familiar with the district's finances and to keep abreast with changes in local, state, and even national sources of revenue.

The board members must consider the school district's money as important as their own and give its expenditures as much serious thought as if they were financially interested in the outcome. School moneys should be spent for the best interests of the children. Don't be penurious with the district's money and allow a large sum to accumulate in the treasury when the school needs it. It is quite right to have a reasonable balance, but when money is allowed to accumulate and is placed at interest, it is more than likely that some school needs are overlooked and teachers are working on niggardly salaries.

Spend the district's money for the material and equipment the school needs and do not waste money on things the school cannot use. The board member is not presumed to know what books, teaching materials, and other equipment a school needs. Initiative in the purchase of school necessities should be delegated to your superintendent. It is necessary that he do this in an orderly and businesslike way. If he abuses the duty, he should be replaced with one who can buy effectively and economically.

A well-considered plan for the maintenance of the school plant pays dividends in the service which the school buildings render in better teaching and learning conditions. In the long run such policies are most economical. Rightly they begin with the employment of competent janitors and engineers, working under favorable conditions of decent pay and right hours. To keep buildings painted and in good repair is simply good business. To replace obsolescent structures in good time is a final test of a satisfactory policy.

Let the public know your plans and policies and what you are doing, and en-

(Concluded on page 80)

A Program in Traffic Education for the High School

F. R. Noffsinger, Ph.D.¹

The teaching of safety in the elementary schools of the nation has brought about very satisfying results. In the period from 1922 to 1933 the number of child fatalities attributed to traffic accidents decreased 25 per cent in the age group 5 to 9, and increased only 3 per cent in the age group 10 to 14. Over a million elementary-school lessons on traffic safety and almost a million safety posters distributed annually to schools by 750 automobile clubs from one end of the country to the other was a certain factor in this encouraging reduction of child fatalities. The sponsoring of school safety patrols by automobile clubs in over 3,000 cities and towns protecting the lives of over 7,000,000 elementary-school children going over city streets to and from school was also a certain factor in the reduction of traffic fatalities of elementary-school children. To the efforts of the motor clubs have been added effective safety campaigns by national and local safety councils, parent-teacher organizations, the American Legion, and numerous other safety-minded agencies—and results have been achieved.

On the elementary-school level safety teaching has been done very largely through integration with regular school subjects. The emphasis has been placed upon safety for the pedestrian. And since children of elementary-school age are seldom old enough legally to drive a car, little attention has been directed to that phase of traffic safety. Our high-school programs have been so rigidly traditional in cataloging and allocating items of "accepted" subject matter and freezing those items into blocks of English, history, mathematics, foreign languages, and science, that little attention has been paid to safety teaching on the high-school level, either for the pedestrian or for the driver.

It is very unfortunate that the teaching of traffic safety stops with a "bang" at the end of the elementary-school period. For at that point boys and girls are just beginning to develop the desire to drive. The result of the failure to continue the teaching of safety on the high-school level is startling. Traffic fatalities among youngsters of high-school age have increased 130 per cent during the past 15 years. What clearer evidence do we need to show that the teaching of traffic safety is necessary at the high-school level? What does it matter if we omit Xerxes and the Hellespont; Hannibal crossing the Alps; "*Mica, mica, parva stella*," the ablative absolute, the significance of the square root of negative

one—when the boy or girl may never live long enough to exhibit that amazing parlor magic to an awed world. For if the present rate of fatalities from traffic accidents continues (and it is not only *continuing* but *increasing*), Dr. Goodell has estimated that during the lives of every 100 youngsters now 16 years of age, 12 will be killed or seriously injured and 65 additional will sustain minor injuries in traffic accidents. Are we in physical- and health-education classes and through our high-school programs merely developing more perfect bodies among our high-school youth so that they may go out in an automobile and be killed, maimed, or crippled—and *that* for want of proper functioning of the program of the high school?

A proper function of secondary education is the training of boys and girls to do better those desirable things in life that they will do anyway. And what are they more likely to do anyway than drive an automobile, or ride in an automobile, or dodge an automobile as a pedestrian. One purpose of education is to convert possible social liabilities into social assets. Is an unsportsmanlike, haphazardly trained driver a social asset?

It is significant that some one or more of our 40,000,000 haphazardly trained drivers are killing at least two people in the short time required to read this article; that every day throughout the weeks and months 100 are killed, 3,500 injured, and 4½ million dollars economic loss is sustained in traffic accidents?

Better Drivers

Is it significant that annually we, in our 25,000 high schools, *can* turn out 1½ million well-trained, careful, sportsmanlike, morally responsible drivers? Can you picture the effect such a product can have on that 130-per-cent increase in traffic fatalities among youth of high-school age, and on that 157-per-cent increase in traffic fatalities among youth of college age? Education *does* help to produce better drivers. We have the evidence. And the agency best fitted to do the job is the high school.

Educators in 21 states have already recognized the responsibility of the high school in helping to bring about a better security of life and limb from traffic accidents, and they have developed or are now developing courses of study for regular, and in some cases compulsory, classes in traffic safety.

What kind of a course can produce the most effective results? Let us first analyze this activity of driving an auto-

mobile. We find that it is a physical activity requiring a high degree of mental and motor co-ordination. Those of us who are "dub" golfers know that we are "dubs" simply because we do not possess that motor and mental co-ordination essential to expertness. It is quite likely that we learned to play golf haphazardly. In driving a golf ball we know there are certain principles and practices which produce good shots. The expert golfer is the one who has learned these principles and practices and who makes the most of them.

The same thing is true of driving an automobile. Failure to follow the proven principles and practices marks the "dub" driver just as surely as failure to observe inescapable rules marks the "dub" golfer.

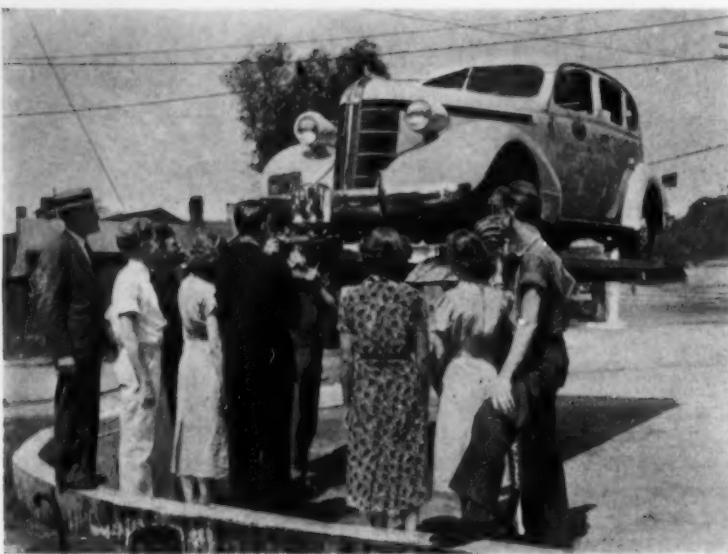
To develop sportsmanlike automobile driving these definitely established principles and practices must be involved in the teaching process just as they must be involved in the teaching of any other physical activity involving mental and motor co-ordination. And therefore any effective program in the teaching of traffic safety in high school must do the following four things:

First, it must bring about in the minds of the boys and girls (a) a realization of the effect of physical, mental, and emotional characteristics on drivers and pedestrians in general, (b) a recognition of their own deficiencies which may affect their traffic practices and (c) the steps that they may take to remedy or to compensate for such deficiencies.

You and I with all our experience in driving too often fail to realize the physical, mental, and emotional deficiencies that might afflict that pedestrian or that other motorist who appears in our danger zone. He may not hear our warning signal, he may not see our approach, he may freeze with fright in our pathway. We never know. But we *should* know that the actions of human beings cannot be predicted easily and that our assured clear distance ahead is measured completely by the distance that human being is from us. We should teach high-school boys and girls, beginning drivers, to appreciate this principle.

How far can you see clearly? How far do you see clearly when *you* are traveling 50 miles per hour? How much do you see? How quickly can you act when you see danger ahead? To what degree are you affected by glare? How much do you see to either side when you concentrate on the highway far ahead? Do you know the absolute limitations of the human being as they relate to automobile driving? Do you know

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A group of high school students under the supervision of Professor J. S. Mitchell, University of Kentucky, learning how a mechanic greases an automobile.



A little used street marked off with conventional markings serves as a natural setting for practice in learning to drive an automobile. This life-like activity is an ideal lesson for the development among high school pupils of the proper attitudes toward driving.

that two cars approaching each other at 60 miles an hour will be just 5 seconds apart when the human eye can first perceive motion—a very short time in which to avoid a collision. And you are only one second apart at any speed when the eye can first detect the speed of the oncoming car. How important are these deficiencies and limitations! And how important to teach beginning drivers the risks involved in driving without considering them! Many of these human limitations can be scientifically measured. Certainly the course in traffic safety in your high school should include testing of the physical limitations of each individual as they relate to driving. Certainly the course of study in your high school should inform pupils in the remedial measures that can be taken to remove deficiencies and certainly it should develop habits of driving that would compensate for those deficiencies that cannot be removed.

Fundamentals of Safe Driving

Second, an effective program in the teaching of traffic safety must provide for the establishment in the minds of boys and girls those sound principles and practices fundamental to safety and efficiency in traffic, driver or pedestrian, whether it be in Maine or California, whether it be in city or country, whether it be in daylight or dark. Traffic safety programs cannot be limited to the consideration of local and state traffic codes any more than driving is limited by city or state boundaries. There are fundamentals in safe driving regardless of the provisions of the state codes and local ordinances. And these fundamentals do not change from year to year and at the whim of state legislatures. Traffic codes ought to be uniform. We can help to make them so, and in accordance with sound practice, by establishing fundamentals in the minds of the beginning drivers, our high-school boys

and girls, so that when they as adult citizens have a part to play in revising existing codes, they will do so on the basis of those fundamentals.

Society solves its problems through co-operation. Those safest cities in the United States, Milwaukee and Evanston, won that honor and distinction because those communities developed well-rounded, skillfully planned, and fearlessly executed traffic safety programs in which every agency for safety in the community participated. High-school pupils can appreciate this attack of society in the solution of its problems, for high-school youngsters are co-operative. But they need to be impressed with the effectiveness of such an attack on traffic problems and with the elements involved. And so your course in high school should deal with highway, traffic, and automotive engineering, with legislation, with enforcement, and with education.

Today the average motorist does little repairwork on his car. It is not necessary therefore in a course of this type to stress unduly the mechanical operation of the automobile. That stress can be left to the auto-mechanics class. But the beginning driver does need to know about the gadgets on the car that are of some meaning to him in its safe operation. He needs to know what is under the hood, he needs to know about oil, and gasoline, and tires. He needs to know how to keep his car in good condition, what services it requires from the garage and the service station. Your course should provide those knowledges without leaning too far toward auto mechanics.

Third, an effective program in traffic safety must provide for the establishment of such habits and the perfecting of such skills as will embody the basic principles established and as will assure for the boy or girl safe performance as driver or pedestrian. This requirement means nothing less than actual driving experience, practice in a natural situation, and direction by a

trained instructor. There are certain methods of developing motor skills that are better than others. We are teaching most effectively when we use those methods that have proven successful. Such methods involve the use of a dual-control driver-training car and a little-used street near the school with the appropriate markings and signal devices conventional to traffic. Pupils may be taught in groups of four. Each pupil during an hour's time in the car spends 15 minutes behind the wheel and the other 45 minutes in listening to instructions given and in observing the one who is at the wheel. Dual-control gives the instructor complete control over the motion and direction of the car. It can be installed in any make car by an average garage mechanic in a short time at a nominal cost. Use of a street makes the teaching environment natural and life-like. Group instruction has the advantage of economy not only of teacher time but also of learning time. For the repetition of instruction, and the human desire to do well in the presence of others are important factors in the learning process. It is more economical to practice driving short periods at a time and go out more often than to practice driving long periods and go out less often. This method of teaching driving to youngsters insures the correct performance of driving activities, the formation of proper habits, and the perfecting of skills that are so essential to the driver when he is faced with an emergency as well as when he is driving under normal situations. Your course should include road instruction that will produce skilled drivers rather than haphazardly trained drivers.

An Effective Program

Fourth, an effective program in the teaching of traffic safety must be designed to develop among high-school youth the attitudes, appreciations, and understandings, essential to (a) the safe, sane, co-op-

erative, sportsmanlike efficient use of our streets and highways, (b) the sincere acceptance of individual and group responsibility for the conservation of health and life on our streets and highways, and (c) the further development and improvement of these traffic conditions through programs of engineering, legislation, enforcement, and education. One may possess the physical, mental, and emotional ability to drive a car; one may have learned the basic knowledge necessary to understand traffic and its problems, one may have developed the proper habits and perfected the necessary skills to operate an automobile; and yet he may not be a courteous, sportsmanlike driver. He may have an antisocial, or an indifferent, or a careless, or a chance-taking attitude toward driving. For thousands of years we have been walking on crowded streets and there are few collisions. When there are, the person responsible is profuse in his apologies. We walk co-operatively. Yet when we get inside steel boxes, behind

a steel bumper and shatterproof glass all sense of courtesy seems to have been left behind. We should be good sports. We should consider ourselves morally responsible individuals. Emphasis on safety to high-school students is likely to prove futile. We would not be human if we did not thrill to chance. None of us want to be *too* safe. But we do like to be considered good sports. And high-school pupils, adolescent youngsters, can be attracted to the concept of sportsmanlike driving.

The development of the proper attitudes, and understandings are therefore essential to your course in traffic safety. Through the presentation of text material, through testing devices, through visual aids, through participation in project study activities, and through actual driving instruction, especial emphasis must be devoted to the development of attitudes conducive to good manners on the road and to sound and efficient practices behind the wheel.

In summary, then the four essential pupil products of an effective program in traffic safety education for your high school are: (1) the recognition of the limitations of the human machine in relation to traffic; (2) the understanding of the sound principles involved in traffic accident reduction; (3) the development of driving habits and driving skills, and (4) the production of attitudes favorable to accidentless traffic practices.

The American Automobile Association has demonstrated the feasibility of such a program using its own carefully developed text pamphlets, testing devices, road instruction methods, and teacher-training technique, in the high schools of Birmingham, Ala.; Bradford, Pa.; Portland, Maine; Evanston, Ill.; and a number of other cities. Such a program is possible for any high school. The additional cost to any community cannot possibly be more than 4 per cent of the economic waste sustained through automobile accidents!

An Evaluation of the Differential in State Aid in Terms of Adaptability

L. J. Hauser¹

One of the most important criteria in the evaluation of the elements of school organization is their influence upon adaptability. If our public schools are to be growing institutions, capable of meeting the new as well as the persistent needs of society, this criterion must be applied. Real progress can be made only by constant challenge and critical evaluation of our present organization. It shall be my purpose, therefore, to make a critical analysis of certain practices and tendencies in state aid in these terms.

Certain types of adaptability are definitely dependent upon the amount of funds available for the operation of the school. In general, the greater the amount available, the greater the opportunities for making new adjustments in the community. It is, therefore, very encouraging to find the number of state-aid programs being greatly increased and improved. Great progress has been made in recent years by replacing the old plan of reward for effort with the equalization principle. This equalization principle demands that the state accept the responsibility of setting up a minimum education for the whole state and of providing financial support in such a way that even the poorest community can make such a program available to its children. In a democratic country such as ours, where all the people have the right to determine the

policies of their government, the education of all the children in the state and the nation is the concern of all the people. Education cannot be viewed as a problem merely local in scope. "We the people" as a whole must set up the agencies necessary to provide the funds, so that every community can provide an adequate educational program in the interest of all of us. This equalization principle in no way implies a change in policy from local autonomy to centralize control, or the limiting of the power of any community to tax itself over and above the amount necessary to provide the minimum program.

The great progress that has been made in extending state aid beyond the elementary school to the high school should prove very helpful in facilitating adaptability. A high-school education is as necessary today as an elementary education was about twenty years ago. New needs demand new adjustments. Our improved technology has created a situation where it is impossible for the youth of high-school age to find employment any longer. The public has no choice. It must accept a high-school education as an essential requirement for every boy and girl in our present society. Then, too, an elementary education is entirely inadequate for meeting the many problems arising in our complex life of today. "We the people" must therefore employ our agencies, the state and the nation, to in-

sure for every boy and girl in the United States an adequate training for efficient citizenship.

Why the Differential?

Attention should be called to the common practice of establishing state-aid programs that differentiate between the amount of per-pupil aid for the high school as compared to the elementary school. Mort in his *State Support for Education*² gives the pupil measure of aid for the high school as 1.7 times that for the elementary school. How was this differential determined? An extensive survey was made of school costs for the state as a whole and for schools of average wealth. The average per-pupil costs at the elementary- and high-school levels were thus computed. This same procedure has been used in determining state-aid differentials throughout the country. The plan has also been employed in the recommendations of the differential in proposed federal aid.

The statistical accuracy of this procedure cannot be questioned. But when the criterion of adaptability is introduced, the problem becomes one with broader implications. This plan may well be described as a policy of "walking into the future backwards." A forward-looking policy would demand, it seems to me, a scientific study to find the answer to the question: "Should a high-

¹Superintendent of Schools, Riverside, Ill.

²Page 108.

school education cost more?" rather than answering the question: "Does a high-school education cost more?" It may be true that it should cost more, but the differential should be justified in terms of need rather than common practice.

Wouldn't it be just as logical to determine the grade placement of long division in arithmetic on the basis of common practice? Such a study would likely reveal, at least a few years ago, that long division is taught in the fourth grade. This is due to the fact that long division was placed in the fourth grade in practically all standard textbooks. And was this placement in the textbooks determined by scientific study? It was not. Fortunately, the Committee of Seven attacked this problem, not on the basis of current practice which is part of a vicious circle, but on the basis of the maturity of the child and the level where the most effective results can be obtained. Why shouldn't a similar procedure be applied to our state aid program?

A forward-looking policy requires a critical analysis of the differential plan. The question of why high-school costs are higher naturally arises. The largest per cent of expense for the operating cost of the school is the teachers' salaries. And since the budget figure for teachers' salaries is seriously affected by the size of classes, this item is also very important. These two items account for practically all the significant differences between the relative costs for elementary and secondary education. It may, therefore, be said that these two factors determine the differential in state aid. If we are going to use adaptability as our criterion, we may well challenge the soundness of these differences.

Why Smaller Classes in High School?

Let us first consider the problem of class size. Is there any evidence to support the claim that high-school classes should be smaller? In certain states, the small classes are due to the influence exerted by the North Central Association. Since no school district could well afford to have its high school discredited, it must conform to the requirements set up by the Association, even if it has to be done at the expense of the elementary school. Since the amount of money available is limited, the elementary school with no such protector, must keep its large classes and perhaps even increase them.

It might be pointed out also that the experiments on class size show no significant differences in the results obtained in large and small high-school classes. It is true that these studies do not measure many important outcomes of education, but it does challenge the point of view that the classes should be small merely because of common practice. And isn't it reasonable to assume that the longer children have been trained in school, the better able they should be to work independently and co-operatively in large groups? Isn't one of the important objectives of education the development of

self-control and self-direction on the part of children?

Furthermore there is definite scientific evidence to prove the need for small classes in the elementary school. Professor Arthur I. Gates³ has reached the conclusion that large classes are the basic cause of failure in reading and other subjects as well. In speaking about his experiments in the field of reading he states, "But if she (teacher) attempts to do what our investigators show must be done successfully to teach all pupils, namely, to discover their characteristics and adjust instruction to them, the size of the class makes all the difference in the world. We believe we have satisfactory evidence."

Why Not Equally Good Teachers in Grades?

Let us now analyze the problem of the better trained and higher paid teacher. It may well be said that in terms of the old school, where education was considered the mere passing on of the social heritage, the farther advanced the children were, the greater the amount of knowledge and facts needed by the teacher. But in our schools of today and tomorrow, where the objective of education is the development of the whole child, the solution is not so simple. It may be that the elementary teacher needs just as strong a background of social, political, and economic understandings as the high-school teacher. She certainly needs as good a foundation in pedagogical preparation, psychology, and mental hygiene. Serious attention must be given to the kind of teachers found in the elementary school by the high schools themselves, since the effectiveness of their education is partially dependent upon a sound foundation in the elementary school. If the emotional adjustment of the child, for example, is not made in the elementary school, what chance does

³"The Problem of Class Size in the Elementary Grades," Editorial Comment, *The Elementary School Journal*, Feb., 1937, pp. 405-407.

the high-school teacher have to solve the problem and the many related difficulties? The old idea that the elementary teacher must move up into the high school in order to receive an adequate financial reward for higher qualifications and increased efficiency is most unsound and greatly handicaps the adaptability of the school. How many superior elementary teachers have been forced to move up to the high school to become teachers in a field for which they may not be as well adapted?

It is very apparent that the elementary school is seriously handicapped by the great lack of men teachers. How can we expect our schools to provide a well-rounded education in an overfeminized school? But as long as the differential in teachers' salaries exist, it will be difficult to find competent men who are willing to devote their time and energy in this field. This is an adaptation that is urgently needed in our American elementary schools.

It is my contention that these areas should be explored in determining relative school costs, instead of merely relying upon current practice as our criterion for establishing differentials in state and federal aid. And why is it important to call attention to this distinction? Our historical experience shows that as a new idea is institutionalized, it tends to become crystallized and the possibility of making new adaptations becomes very difficult. The same thing may be true of state and federal aid. The present differential may be right, and then again it may also be all wrong. Before it is accepted, it should be proved right.

MASTERS OF OUR DESTINY

We will work out our destinies for ourselves maintaining the while that reverence for personality and individual opportunity which is of the essence of the American dream. The risks of democracy! We take them and glory in the opportunity to be ourselves, our own masters, and the arbiters of our own destinies. — C. A. Dykstra, President, University of Wisconsin, Madison.



"Don't be selfish, Francis. Let Willie help you with his homework if he wants to."
— Punch, London.

In Defense of Standing Committees

H. H. Kirk¹

The standing committee is the big bad wolf of school administrators. In practically every school survey that has been reported and in practically every textbook that has been written during the past twenty years standing committees are viewed with alarm. The arguments are well known. The existence of standing committees, we are told, destroys the unity of the board, creating small boards within the board. Perusal of official proceedings of boards of education gives rise to a belief that standing committees make recommendations to the board without the advice, and over the protest of the trained professional executive. From these official records the survey staffs also infer that committee reports are always adopted unanimously, and without debate. Standing committees are also said to usurp the executive function, and administer the policies that they formulate. Finally, it is asserted that standing committees provide an opportunity for Tom, Dick, or Harry to register complaints which should be made direct to the paid administrative staff.

For years I took this view seriously. In my postgraduate courses I had heard it presented by able teachers. My professional reading, which included many school surveys and practically every worthwhile book on city-school administration, gave me further basis for accepting it. I was firmly convinced of the viciousness of standing committees. When I went, as superintendent, to Faribault, Minnesota, in 1924, I was consequently delighted to find a five-member school board that acted as a committee of the whole.

In the prosperous times from 1924 to 1931, all went well. Several days prior to each board meeting, I submitted a complete typewritten digest of all business that would be under consideration. These advance agenda were prepared carefully, with a logical listing of pro's and con's. Board business was expedited. The regular monthly meeting was usually over in an hour. Special meetings were rare. One year a budget involving an expenditure of \$146,000 was adopted in a single meeting lasting less than an hour.

My feeling of satisfaction and well-being was wonderful. At conventions and elsewhere, I reveled in the usual catch phrases. "In my city," quoth I, "the board legislates but the superintendent administers." I declared profoundly, "In our school system, there is a clear distinction between the policy-making function and the executive function." The utmost harmony seemed to prevail.

¹Superintendent of Schools, Fargo, N. Dak.

New Times Demand a Change

In 1932, however, the picture changed rather abruptly. The schools at last began to be aware of the depression. People suddenly became uneasy. Public officials, overnight, became self-conscious. Criticisms were suddenly heaped upon their heads. Charges and countercharges were made. The school board was not immune. Board members who had voted upon important issues could not explain adequately their reasons for their votes. Their official acts in board meeting, clear at the time, became hazy in retrospect. "I don't just remember that matter. Couldn't you ask the superintendent?" became a familiar expression. Then the board members were accused of allowing the superintendent to dominate them.

What caused this phenomenon? Why were my board members lacking in essential information? They had made no unethical or illegal moves. They had acted in good faith, with the welfare of the community always in mind. Every official act of the board had been performed with an apparently clear picture of the necessities of the case. Wherein had I as superintendent failed?

My best answer was that in some way I had so guided affairs that action was not deeply thought out by individual board members. It appeared that I had so relieved the board from the drudgery of considering detail that there had been consent without assimilation. What they had heard explained they had not been obliged to work over step by step. Impatient for action, I had hurried them too fast. What they understood clearly at the time of voting had not become permanent knowledge, except in a general way. What was the board's business as a group, no individual member considered as his own responsibility to understand thoroughly. In times of serenity this was unimportant. In times of stress it was very important.

The schools rode through the depression with few or no serious effects. Confidence was finally restored, and normalcy retrieved. Nevertheless, the phenomenon gave me great concern. What of the future? How should I handle such a situation if another period of suspicion or uncertainty came? These questions were weighty ones.

Subsequent events provided the answer. Upon moving to Fargo in 1935, I found a nine-member board that operated with eight traditional standing committees. These, composed of three members each, covered the fields of administration, buildings, extracurricular matters, finance, health, instruction, purchases, and teachers.

In this general situation I did not at first see the answer to my perplexity. My previous training and experience made me very apprehensive. In casual conversations with board members I suggested the advisability of a gradual elimination of these committees. I found them open-minded on the subject. There were many problems, however, and this one was deferred. This decision was one of the most fortunate that could have been made; for out of it came the solution to my difficulty of the preceding several years.

After two years all eight committees are still in existence with my full and hearty approval. Not one of the dire consequences supposed to result from standing committees has occurred. The board is a co-ordinated, smooth-working, harmonious organization, as professional a group as one could ever desire. A few illustrations may give concreteness to my assertions.

New Problems Solved

The problem of mid-year entrance and mid-year promotion was one of the first to force itself on my attention. The task of instructing children in six-room and eight-room buildings was complicated by the presence of two and sometimes three age groups in practically every elementary room in the city. After careful thought, I called the Administration Committee together. These men showed evidence of immediate attention and interest. They examined the data which I placed before them, asked questions, and suggested one or two angles of inquiry that I had overlooked. Three or four meetings of this committee were held, after which I prepared in tentative form a detailed report of our work and a recommendation. This was studied individually by the committee members, and at a final meeting I was directed to prepare copies for the entire board.

At the May meeting of the board, the report was read and discussed. A number of issues were raised, all of which were handled to everyone's satisfaction by committee members. One board member favored immediate action on the report. It was decided, however, that the report should be presented formally at the June meeting, and, that action, preceded by wide publicity, should be taken in July. This plan was followed. At the July meeting of the board not a single opponent to the plan appeared. So thoroughly had the plan been studied by the committee, and so well had it been interpreted to the board and through them to the public, that the community accepted it with confidence. The resolution adopting the report also

conferred on the superintendent full authority to administer the change.

The adoption of the budget in 1936 followed a similar course. The superintendent, after having formulated a tentative budget, realized full well that the board should do more than tacitly assume legal responsibility. A total expenditure of \$440,000 was contemplated. It was obvious that at least a few board members should know all about the budget, while all board members should know something about it. Otherwise it would be the superintendent's budget, and he alone would have the full responsibility of defending it in the event of public criticism. The Finance Committee in three meetings spent a total of ten hours examining the evidence, asking questions, and gaining complete familiarity with the document. When the budget was recommended to the board, it was not the superintendent's budget, but the budget of the finance committee, a budget on which three board members had spent many hours of study, and which three members understood fully and could defend, if necessary. Several representatives of the State Taxpayer's Association were present during the two-hour discussion before the board. So well did the finance committee interpret the budget to those present that no dissenting opinion was voiced by board members or visitors.

The summer repair program was likewise investigated in detail by the Building Committee. When the board had debated and considered this committee's report, the routine of carrying out the program adopted was referred to the superintendent and his plant staff. In the spring of 1937, to initiate the idea of abandoning a three-room building in the congested business district, the superintendent called together the Administration Committee. Several meetings were held before the proposal was formally presented to the board. Following this, the individual members studied the recommendation for more than a month, before acting favorably. To the superintendent were referred such details as canceling boiler insurance, securing vacancy permits, transferring children to other schools, and distributing or storing furniture and other equipment.

The advisability of discontinuing an outmoded accounting system was first placed before the Finance Committee. After several meetings the committee rendered a formal report and recommendation on the basis of which the board adopted a recognized system. The Health Committee is at the present time studying, with the superintendent, ways and means of co-ordinating to a greater degree the work of the school health department and the city health department. Eventually there will be a meeting of minds and a recommendation which will merit the respect of board and community.

Value of Co-operative Action

If we analyze the examples just pre-

A BOARD MEMBER TELLS WHY HE SERVES¹

1. I live only once. I want to feel that when my span of life is ended, that I have done something to help boys and girls in my community.
2. I want to have boys and girls realize the necessity for building for tomorrow's world — to have vision for a better world.
3. I want to help organize the work of my community so that it is a cleaner and more wholesome place for our future citizens.
4. I want to keep local politics out of the school and help them to be run on merit. I know that the school is one agency that should not be subject to spoils.
5. I have a devotion for high ideals of public service such as will prevent the seeking of special privileges for myself, my family, or for my employer, the sale of goods or services, or any type of favor not extended to other school patrons.
6. I know that I have the will power necessary to choose between special interests and child welfare.
7. I desire to give my supervising principal the support he deserves. I know that he must be given a latitude of freedom if his job is to be well done.
8. I realize that there is an urgent need to find the best type of people fitted to serve as janitors, nurses, medical assistants, teachers, principals and supervisors.
9. I am willing to devote my time to the understanding of the school system. I shall not attempt to make radical changes or to reorganize the work of the school until I have made a thorough study of the system as a whole. I shall take but one hurdle at a time.
10. I know that pettiness at board meetings keeps the members from improving the work of the schools. I know that if I have confidence in my fellow workers, I can be of greater assistance to the YOUTH I am trying to serve.

¹Reproduced from the *School Bulletin* of the Bergen County Federation of Boards of Education, Hackensack, N. J.

sented, several interesting facts become apparent. For practically any proposition which the superintendent wishes the board to consider, there is a committee of the board members fitted by practical experience to work with him. For example, the Finance Committee includes two bankers and an attorney. The Health Committee includes a physician and a college professor of bacteriology. The Building Committee is headed by an active contractor. Being composed of individuals with specific interests, these committees have vigorous and interesting meetings. The discussions are always relevant. Digressions and random talk are rare.

The superintendent is always present, and usually requests the meeting. The president of the board is ex officio a member of all committees. Unity of the board and a proper balancing of values are thus secured. The board does not dissolve into eight small boards. The board always debates committee reports and sometimes refers them back to the committee for further study. There is no such thing as senatorial courtesy. If a board member can detect a flaw in a committee report, committee and superintendent are glad; for all wish a policy to be water-tight before it is announced publicly. The committee "takes it on the chin" and tries again. Finally, the adopted policy is turned squarely back to the superintendent to be administered through chief engineer, through principals, or through special supervisors.

The dire results which the survey specialists predict are not apparent in Fargo. The committees function solely in developing policies. No committee arrogates to itself power to act. The work of administering a policy falls on those who receive salaries. In two years the wheels have not once been jammed because any commit-

tee has attempted to execute its own recommended policy. Favor hunters, whether they be applicants for janitor work or persons seeking the use of school equipment, are referred to the superintendent and told, "He will consider your case in the light of policies laid down by the board." The Teachers' Committee, the biggest of the bad wolves, refuses to interview applicants. Applicants are told, "With the superintendent we develop policies covering such matters as qualifications, professional-progress requirements, and salaries. We leave the administration of those policies to the superintendent."

In Fargo, standing committees are functioning in a manner beneficial to the schools. Defects in proposed departures, defects that might subsequently render a policy unworkable, are practically certain of discovery. The committee and the board thus become the community in miniature. The community is not likely to find fault with any policy that has thus "gone through the mill" before adoption.

Finally, the board members, having adopted a given policy, give it their support. On the street or at the Rotary Club, any given policy can be discussed intelligently and convincingly. A committee member can always carry conviction in defending the work of his own group. Any board member can always supplement any statements he may make by saying, "This matter was made the subject of intensive study by the Finance Committee. Mr. Scott is the chairman. He will be glad to explain the board's action." In other words, the superintendent is not left high and dry when doubts arise or when controversies. All of this gives a grand and glorious feeling. To those who condemn standing committees I feel inclined to say, "Was you there Sharlie?"

Relation of the Federal Government to Education

With Special Reference to Higher Education

Alphonse M. Schwitalla, S.J., Ph.D.¹

By way of a foreword let me say that the approach to this problem has caused me no little anxiety. A coldly judicial and expository attitude would have been the pathway of my choice. For the purpose of eliciting discussion, however, I could not but feel that a modest and mild self-revelation and the prudent display of a cautious partisanship could not but add to the interest of this contribution.

For a similar reason I have chosen to refrain from exact definitions of the various possible forms of federalization. I have had before my mind in my analysis what all of us would more or less understand by the term, "the federal control of education." The least which that term could mean would be a minimal measure of regulation emanating from the Federal Government and executed either through an existing governmental agency or through an agency to be specially created such as a Secretary of Education. The most which the term "federal control of education" could mean in the sense of this paper is an absorption by the Federal Government of those rights which the state governments now exercise over the educational institutions in their several jurisdictions.

Obviously a still more radical definition would contemplate the ownership of all educational institutions by the Federal Government. Such a contingency, however, I deem too remote to merit attention at this time.

I. HISTORICAL AND LEGAL BACKGROUNDS

History, law, and the science and art of education must be given a place around the council table in the discussion of the problem before us. Our present-day tendencies, however, are to listen less and less to the reminiscent utterances of history and the dogmatic assertions of law. We are pressed onward by the pragmatic spirit. We recognize as almost omnipotent the power of social environment and popular clamor, and in that babel of voices thus rising round about us, riotous at times and menacing, cajoling at other times and pleading, we seek for the fastest and shortest way out, until the gospel of "peace at all costs" leads us to conclusions for which the palsied finger of history confronts us with menace and the mailed fist of law confronts us with condemnation. We insist that

history is dynamic and must teach a dynamic lesson and, scarcely realizing that such a lesson may be twofold, a lesson of caution as well as a lesson of progress, so called, we choose to ignore caution and choose progress. As for law, we have long since learned that laws may rather easily be changed. In these days when to lay a foundation is scarcely more of a problem than to decorate a roof, I fear we have lost some of our one-time respect for foundations. And so perhaps, in line with our modern spirit, we might do well to relegate into the background, for purposes of this discussion, the warning promptings of history and the menacing sanctions of law and to devote our attention to the affairs before us in the spirit and the attitudes of today, in the hope that this may afford us viewpoints for the comments which would suggest a solution of our question.

And yet, I would not discuss history and law too facilely from our thinking. When all this is said and done, there still remain in the background of our mind the monuments of history and the temples of the law. Historically in its American roots we cannot forget that higher education, like all education, was originally a private affair. It belonged not so much to the domain of government as it did to the domain of citizenship, the latter understood as the domain of the individual citizen's interest. We cannot and must not forget that originally state schools or government schools in America arose only where the Church was established. The Church vindicated for itself the responsibility and the function to educate, and since Church membership was for the most part in early American history a matter of the individual's choice and right so, too, education could not but be conceived as a matter of the individual's choice and right. It was only when disestablishment took place that gradually we glided seemingly imperceptibly but rather definitely into the concept of a state-controlled educational system. Timidly at first and within limited areas but gradually with larger extensions into ever new areas, a process began which even today, as is evident from the topic which we are discussing, has not as yet reached its fullest results. A dual system persists; the public school and the private school. Historically it seems to me the problem before us suggests the hitherto unfinished transition from the private school to the government-controlled school and parallels, as it furthermore seems to me, the development in America from a diffuse and liberal individ-

ualism to a highly concentrated and dominant governmental centralization, some of the phases of which we are even now witnessing.

Just as in our political life we have passed through the successive stages from individualism to small governmental units, to larger governmental units, to statehood, and finally to federalization, so too in our educational processes we have passed through the phases from education as a parental duty and obligation, to a federalized control of the entire educational sequence from preschool familial education to the national control of the professions and other forms of higher education.

Education and Philosophy of Government

It is this phase of the question which suggests for me the viewpoint that our problem is all but unapproachable except through the gateway of a philosophy of government. Whatever fundamental viewpoints one brings to bear upon the gradual federalization in other areas of human interest and welfare, those also one will bring to bear upon education. A monarchical school system in a republican government or a democratic school system under a dictatorship present intolerable contrasts.

We have gone far of late in the federalization of our human interests. Phases of employment as well as of unemployment, old age and childhood, certain vocational qualifications, the accumulation of and social responsibility for wealth no less than the recognition of certain claims of the indigent, all these and many related and implied phases of human life have been subjected during the dark night of depression at first to the democratizing influences of all national catastrophes, and have then been carried by the very momentum of the pendulum, to a measure of centralized control that is autocratic in effect even if not in origin. I am not here interested in the words by which we call these movements.

Even now we are seeking to bring health and sickness care under the same omnipotent pressure. We are constantly widening the areas within which the National Congress assumes responsibility and transfers it to the Chief Executive. Is it any wonder that in the educational area too the same viewpoints should prevail?

Just as we are no longer frightened by the claims of the political philosopher for the centralized control of industry and for the creation of larger units of industrial organization provided these larger units be

¹Dr. Schwitalla who is dean of the School of Medicine at St. Louis University, St. Louis, Mo., was president of the North Central Association of Colleges and Secondary Schools for the year 1936-37. The paper was read at the summer session of the University of Chicago.

morally subsidized by enabling acts which confer new powers or extend the function of the old ones, just so it would seem sooner or later we shall apply the same reasoning to educational processes even though historically, in education as well as in industry, American traditions direct our thinking into paths diametrically opposite to our present tendencies. Such after all is the fate of history. "Time marches on," in the words of a popular radio program. We forget the things that are behind and stretch forward to what lies ahead, recking little that in our progress we may be shattering idols, overturning pedestals and razing towers and temples.

Law, too, which in so many of its aspects is but the formalization of history is meeting a similar fate. Time was when in receiving a government grant an educational institution received a new dignity by the emphasis thus placed upon its individuality. By accepting such a grant the institution in no way resigned its individual prerogatives or its individual character. Rather were such public donations taken as marks of public trust, and it would have been regarded as derogatory to the sacred character of the school if a prerevolution legislature had based a claim for controlling a school upon such a grant. As a matter of fact the courts have actually decreed that a government grant to a private institution *ipso facto* constitutes that institution a public one. The members of colonial legislatures supported their churches as well as their schools with public funds, but neither the Church nor the school thus abrogated its individual control nor its own corporate action. The school did not thus become integrated into the political body.²

Our tendency today if not our actual performance, suggests, again in accordance with a political philosophy, that the acceptance of a governmental gift implies acquiescence in control; that it implies a resignation of certain institutional prerogatives. Federal grants of many diverse kinds demand acquiescence in federal policies. The point might be labored and might be refined, but even when all this is done there remains the obtrusively obvious conclusion that where the Federal Government aids there the Federal Government controls; not always, it is true, with domination and actual jurisdiction but sometimes with equally effective though more subtle patronage and minatory influence.

History and law, therefore, seem to depend for their significance in the present question upon the particular political philosophy which holds sway. The argument for all of this is clear to the proponents of such a philosophy. Social conditions have changed; our laws, our national life must yield to these changes, and the changes themselves must be regarded as stages in a historical evolution, in the face of a pragmatic need and a

²Alexander Brody, *The American State and Higher Education*, The American Council on Education, 1935, p. 20.

factual demand that must find factual solution and a pragmatic program.

Our question may now be briefly formulated thus: Does education, as a science and an art, yield the same conclusion to which a current political philosophy, history and law notwithstanding, would seem to force us with reference to the federalization of education processes even the processes of higher education?

II. EDUCATION'S ANSWER TO THE PUBLIC

The negative answer to our question would seem to imply a recognition of the uniqueness of education and especially of higher education among the human interests which have thus far yielded to the social pressures for federalization. This statement alone will suggest that I am here advocating that education should not even under the present stresses be cast into a federal mold. For what is education? To be sure I am not attempting to impose any specially selected definition of education nor attempting the evaluation of the many current definitions each of which, after all, is in its turn dictated or modified by the definition maker's philosophy of life. I raise the question rather because we must insist upon the educational process as a personal prerogative. Education is mine, individually mine no matter how many governments control the agencies through which I may achieve my education. I know that by saying this I am here exposing myself to the charge that the argument proves too much and that by the same line of reasoning I should deny to the Federal Government all control of health and employment and transportation facilities and of a dozen other factors the product of which makes up my life within a national society. In what respect, therefore, does education differ from health or employment? If I recognize, even though perforce, the Federal Government's right to control certain health factors and certain aspects of my employment, why cannot Federal Government equally control my education?

Surely none of us has failed to recognize what, for the lack of a better term, I might designate as a gradient in individual rights. I can so arrange in a series my physical well being, my occupation, my leisure time, my social obligations, my civic responsibilities, my education, my religion in an order which will begin with the one over which I will recognize the greatest measure of social control and which will end with the one over which I will recognize very little or perhaps even no social control. In such a rank order I wish to assert that with reference to education and religion, consonant I believe with American traditions, I am inclined to recognize the least social control. I link these two together advisedly; first of all because I believe that any educational process without religious influence is incomplete and, secondly, because in American origins, as already mentioned,

they have been historically linked. It is noteworthy, too, that in all social revolutions the struggle for the dominance of education implies a struggle for the dominance of the Church just as the struggle for the dominance of the Church implies a struggle for the dominance of the school. I might readily enough see the importance of granting to society a measure of dominance over my leisure time and even over my health; I might even grant that a special form of social control, which we call governmental control, is legitimate in these areas, but with reference to education and religion especially, social controls and governmental controls must yield their authority to the superior authority of the individual's own psychology, of the individual's will and of his conscience. If in all of this I recognize the dominance of religion over education, even in my own self-development, that is my affair and no form of governmental control can effectively coerce my mind to adopt any other attitude. It is amazing to me that while, again consonant with American tradition, we emphasize the dignity of academic freedom and the freedom of teaching and the freedom of thought on the one hand, some of us at the same time are inclined to yield a point when we discuss those agencies by which academic freedom and freedom of thought are to be developed. There is for me a strange lack of consistency in pleading for freedom of thought and at the same time for the governmental control of the schools or for the federal control of education.

If it is pointed out to me, as it undoubtedly must be by anyone who attempts to analyze this line of thought, that again the argument proves too much, if it proves undoubtedly that even the state government or a municipal government is to be denied the right to control the processes and agencies of education, my answer is that the higher the degree of and the more remote the control and centralization the more danger there is to that freedom of education without which American institutions, as we still conceive them, despite our popular present political philosophy, can no longer persist. When freedom in these areas fails, individual freedom in other aspects of life is also sooner or later bound to fail. In our American government we must recognize that education has been entrusted by constitution and statute to the state. History shows us that wisely or unwisely, exercise over educational agencies and educational processes is part of the sovereignty of the states. Living as each of us does under such a sovereignty we necessarily accept and subscribe to the demands of that sovereignty. From this fact it cannot and does not follow that we would at the same time recognize the supersovereignty of a national government in areas in which the states have hitherto maintained their rights. We need not, therefore, necessarily recognize the federalization of educational agencies even though we accept

state control of such agencies. We have all seen in our political life that the larger the unit of government the more definitely and with proportionate momentum certain consequences are bound to follow. The larger the unit of government the more diffuse is responsibility, the more aloof is authority, the more unreachable is the personnel in whom jurisdiction is vested. The greater the unit of government the less is it subject to the individual influence of those who through democratic controls are to be the beneficiaries of government; the more menacing is a dictatorship or despotism; the more threatening is the development of dynastic tendencies; the more readily can the philosophy of a "divine right" become the basis of regulatory action.

I insist, therefore, that education is different from other human interests which have thus far been subjected to federalized control because of its unique personal character. I insist, furthermore, that the argument does not prove too much because the recognition of education as falling within the province of state rights by no means implies that it also may fall within the province of federal rights. I insist, finally, that the liberty of the human mind can best be safeguarded by a smaller governmental unit under which control is immediate and direct, rather than by a larger governmental unit under which control is indirect and remote, to which responsibilities for the social aspects of education has been entrusted.

This statement raises the further question: Why, after all, does society have any control over the educational processes and agencies? It is obvious without lengthy explanation that society's control over any human interest can be justified only insofar as those interests have social significance. This view will be contradicted only by those who advocate the philosophy of a totalitarian state, of the state which claims that the individual exists for the state. Our American conception is that the state exists for the individual. Granting then that social controls are to be applied only insofar as it is necessary for the individual's own self-development, always, of course, within the environment of *de facto* society, it remains to be seen to what extent social controls, especially the larger social controls implied in federalization, are necessary for the individual's self-realization. The answer can only be that a larger unit of control of educational agencies is better able to create a society within which all the individuals of that government can more effectively achieve their self-realization. But is this true? We have been confronted in the not too distant past with many aspects of this question. We have debated the underlying justice of equity in the distribution of centralized funds for education in areas in which these tax funds did not originate. We have been forced to ask ourselves repeatedly when confronted with federal legislation by what authority the federal-

ized government can distribute the accumulated resources from all the states to those states which have contributed relatively little to such accumulation.

The point deserves some amplification even in this hurried review. Just as there are focal points of industry, points of concentration in favored localities, so it may be said there are focal points of education, areas of concentration of the nation's educational resources. The effect of concentrating industrial resources in certain areas has been that the earnings from the entire population purchasing the products of industry have been concentrated in the favorable localities. Can it really be said that the effect of concentrating educational resources in certain areas has been to give those areas a special advantage over the areas of nonconcentration through the lack of educational facilities in the less favorable areas? The point I believe bears much more careful analysis than has thus far been given to it.

Temperamentally, I am somewhat averse to too close an application of the analogy between the industrial and the educational processes, and I see relatively little force in it because the medium of barter is so diverse in the two assumed analogues. In industry the accumulation of resources in the favored areas in one state, for example, due to a diffuse purchasing public, scattered over many states, is, of course, not corrected by the ordinary processes of trade. Hence the present demand that the correction be applied through federal taxation and through redistribution of the accumulated tax income. The redistribution of tax resources to equalize industrial advantages would, so it is commonly conceded, demand an amendment to the Constitution. Such a redistribution was not contemplated in the theory of ownership upon which our constitutional provisions were based. As a pragmatic measure our government has adopted the device of distributing federal appropriations for quasi-federal projects, securing for these projects the co-operation of the state as a condition for participation in the federal appropriation. In such a system a measure of federal control is unavoidable. If a constitutional amendment were actually passed, it would probably mean that the Federal Government would have to lose its control over the redistributed tax resources, but the general effect would be the maintenance of state sovereignty. In general, the Federal Government has shown progressive aversion to a loss of control over its appropriations. If state activities are to be financed through federal aid, we shall, therefore, either need a constitutional amendment to safeguard state sovereignty or we shall be forced to accept federalization. Perhaps the dilemma presents itself with equal strength in the educational field. That it cannot be applied in an uncritical manner to education is sufficiently apparent, it seems to me, from the fact that education is not merely a state activity but is in this country so largely

still a matter of individual initiative. This must continue true unless we wish unqualifiedly to accept the analogy between the Federal Government's subsidy as an offset to private industrial advantages in areas of industrial concentration and the federal subsidy to education as an offset to educational concentration in areas of educational advantage that have been favored by private initiative.

These questions and many similar ones with all of their implied problems have, of course, elicited diverse responses from our people, the responses again, I wish to point out, being dependent largely if not exclusively upon diverse social or political philosophies. But whatever the answer, upon this perhaps we might all be in agreement, that these discussions have, if anything, weakened rather than strengthened our confidence in a federal domination in all areas of human interest. Of course the point is still controversial, but the pocketbooks which now bulge slightly while before they were skimpily flat, have of late somehow influenced us toward less insistence on free meals.

What can a federally controlled educational system do for the individual which is not achieved through a state centered system of education? Would it give the individual more educational opportunities? Can it develop in him better aims for all educational processes, originality and freedom of thought, steadfastness of character, idealism, unselfishness, broad-mindedness, tolerance, thoroughness of judgment, moral soundness of action? When judged by such a criterion, a criterion dependent upon the objectives of all educational processes, it would almost seem as if the smaller the unit of educational responsibility, the more securely we may look for the achievement of educational purposes. A remote authority and a complicated hierarchy of towering responsibilities are not conducive to the achievement of those personal traits which must remain, especially in a democracy, the primary purpose of all education. I would insist, therefore, that judged by educational objectives, in whichever way we might define them, the nature of educational objectives would urge us to entrust educational responsibility to still smaller units rather than to a unit as large as the nation itself.

I hope it may be obvious from these remarks that in my opinion, from the viewpoint of educational objectives, educational agencies should be endowed with the fullest measure of autonomy consistent with social needs. Furthermore, from the same viewpoint, in my opinion, the vesting of powers of control in progressively larger and remote units will tend to imperil the achievement of these objectives. We may now turn our attention to the educational processes and agencies.

III. CONTROL OF EDUCATIONAL AGENCIES

It is important in this connection to bear in mind that we have a *de facto* dual system, the governmentally controlled and the privately owned institutions of learning which exist side by side, conducting their respective functions in a spirit of friendly and co-operative rivalry; which have mutually co-ordinated and to a limited extent harmonized their educational efforts by adherence to voluntary acceptable policies as formulated in accrediting and standardizing agencies, and in general have succeeded in a most amazing way to efface the effects of a fundamental organiza-

(Continued on page 56)

A Challenge to the Rural School Administrator

Ruth M. Northway*

There exists today, in the State of New York, a unit of school organization in which there are untold possibilities for educational service, "The Intermediate Unit" or "The Supervisory District" as it is now called, was created as a successor to "the School Commissioner District."¹ The last survey reveals that this unit has general supervision over 22,091 teachers and 466,915 pupils, which represents 45 per cent of the teachers and 66 per cent of all the pupils in the public schools of the state outside of the city of New York.² These figures become significant, when it is known that they represent a larger number of teachers than are to be found in any one of 34 states of the Union, and more pupils than there are in any one of the states of Arizona, Delaware, Nevada, New Mexico, Vermont, and Wyoming.³ It is still more significant to realize that they represent a rural population where problems of tradition, finance, and even leadership abound. As one studies the situation closely, there comes a realization that the task facing the administrative officer of the unit is one that should challenge the ability of the ablest administrator.

The district superintendent of New York State is the chief administrative officer of an average of 206 square miles, and of teachers from 50 to 627 in number.⁴ Although the administrative head of these districts, the superintendent, has, by no means, absolute control over them. Perhaps the very specificity of his duties as outlined by the state⁵ narrows his educational range, for some superintendents tend to accept these legal limitations as final and are unwilling to risk the displeasure of local districts by attempting to enlarge the scope of the service. This censure, arising perhaps out of traditional control of the local school by the local community, seems to be provoked occasionally, by the assumption of any duty not expressly given to the superintendent by the state. Thus, lacking the dynamic leadership necessary for securing understanding and consequent co-operation, some districts reach only minimum standards of accomplishment.

In contrast, progressive superintendents are widening the scope of their influence by the adoption of a carefully rounded program of action which provides (1) able, professional leadership, (2) intelligent supervision of instructional procedures (in-

cluding the selection of teachers, curricular offering, and in-service training), (3) the improvement of the physical plant, (4) the study of the individual child, (5) the unification of the educational interests of the district.

Able Professional Leadership

The first objective, that of able professional leadership, is within the power of every superintendent who demonstrates (1) a personal "up-to-dateness" in educational methods and trends, on the part of superintendent, (2) a specific knowledge of the needs and problems of the district, (3) the confidence of the district in his ability and interest through the evidence of a sincere desire for its welfare.⁶ Having the confidence, the superintendent who presents to his trustees definite proof of existing needs through annual reports, bulletins, public addresses, or actual participation in an observational experience has succeeded in an important phase, i.e., making the group aware of its need. This is followed by specific details of minimum essentials, cost, and perhaps a feasible plan of financing, and the desire to act results.

Many times it is possible for professional and lay groups to work together in planning the essentials of a program. This is very desirable, for the lay group often has a valuable contribution to make to professional thinking. Details are worked out by professional technicians, but the lay group has the responsibility for general policies and should assume it. It is only with the co-operative effort of both groups that a district superintendent may enlarge the scope of his work without a feeling of infringement on local rights.

Supervision of Instructional Procedure

In addition to interpretation of state regulations, administrative supervision of reports, including the clerical duty involved, and the variety of community contacts which constitute the routine programs of some superintendents, there is a very definite trend toward the supervision of instructional procedure. Space does not permit of a detailed method for accomplishing this objective, however, certain important aspects should be pointed out.

First, "the school is as good as the teacher" is an oft-heard adage. This statement touches the very crux of a situation which all educators realize but are often powerless to control, namely, the selection of the teacher. Some help in this problem has been given through recent certification

requirements for elementary-school teachers; namely, the elimination of the one-year training class, and the noneligibility of college graduates for rural teaching, unless they have some training for the elementary grades. Some teacher-training institutions have added to these requirements a period of rural practice for every student enrolled in the institution. Others refuse to recommend students whose personality is unsuited to teaching. If the co-operation of the local unit, in seeking well-recommended teachers who are interested in rural children, rather than those who meet minimum certification requirements only is secured, the rural-teacher situation will be immeasurably improved. Tactful superintendents are doing much to bring about this situation.

Secondly, it has been said that in-service training of rural teachers is as necessary as in city systems. Able superintendents stimulate extension study, visitation, experimental study, within the district, to the end that the teachers may keep growing in their position. Acknowledgment of good work seen, and constructive suggestions given tactfully in classroom visits, also stimulates growth. Co-operation with the nearest teacher-training institution and the securing of cadet teachers, who bring new ideas to the school, is a feasible plan in some districts. Study groups on some phase in which the teachers feel an interest are also among the desirable measures now in use.

Thirdly, the curriculum itself deserves very careful scrutiny. The state has outlined a course of study which provides for a combination of groups, thus giving more interest and challenge to study material and providing for a longer class period.⁷ The program suggested by the state allows time for music and drawing, yet some schools have no music because of the musical inability of the teacher. The wise superintendent stimulates music and art instruction through the combined efforts of districts. Rural children should not be denied this experience which should bring beauty and enjoyment to them.

Another lack in the rural curriculum is the teaching of vitalized science. Science is all around the rural school and children should be made aware of the valuable science experiences at their doorstep. Instead of this, we find, usually, a very casual, unquestioning acceptance of the phenomenon of nature. There is in the field of science so much opportunity for awakening latent interests and talents and so many possibilities for integration of subject matter, that to have no science ex-

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¹A study of the Supervisory District of New York State (Bulletin 1009), p. 7, The University of the State of New York Press, Albany, N. Y., 1937.

²Ibid., p. 13.

³Ibid., p. 13.

⁴A study of the Supervisory District of New York State (Bulletin 1009), p. 30.

⁵New York Education Law.

⁶Butterworth, Julian, *Rural School Administration*, Chapter X. The Macmillan Company, 1936.

⁷Bulletin No. 2, Social Studies Handbook.

perience is to leave a gap in educational experiences.

The foregoing suggestions are being constantly used without interfering seriously with the time schedule of the superintendent. It does need however, "the will to do," the vision of what should be done, and an exact knowledge of what can be done in a given situation. In addition, there must be a patient attitude, for this is a gradual-growth process.

Improvement of the Physical Plant

Another very important phase of the district superintendent's program concerns itself with the improvement of the physical plant. To have a schoolhouse roofed and with minimum sanitation is not enough. Much can be done without unreasonable cost. So long as there are small rural schools they should be made as attractive as is possible without undue expenditure. Bulletin boards, a little inside paint, bright curtains, and reading tables add much to the attractiveness of the schoolroom. Encouragement of children in making their own furniture, wall hangings, and scrapbooks for the reading table is providing an educational experience which is invaluable to them. Some of this work can be done out of school hours if necessary. Through it, school pride is aroused, and many times further improvement is possible when the interest of parents is aroused.

One of the serious lacks in rural equipment is that of reading material. To mend this need state library resources are constantly being drawn upon, the co-operation of larger libraries is sought, and individual contributions are encouraged. Many districts now combine to furnish supplementary reading books which may be placed in a central depository, and distributed at intervals. All available sample material is passed out by the superintendent. Parent-teacher associations are encouraged to function in this respect. Many avenues are open for the accomplishment of this objective.

Analysis of the Individual Child

A very important and much neglected phase of a superintendent's activity concerns the individual child. The co-operation of county nurses, children's agents, county courts, and health officers make it possible to do this job far more effectively than it is sometimes done. Through constant emphasis on the importance of the individual child, teachers may be encouraged to report typical cases to the superintendents. It is his duty to contact the proper agency for their treatment. The writer has seen this operate and knows that it can be effectively accomplished by a superintendent who is constantly alert to needs of this kind, without an unwarranted loss of time.

Individual differences manifest themselves also in the academic work of children. Often standardized testing programs will make more evident the individual lacks

of pupils. Thus, testing programs are being encouraged, and instruction is being suited to the needs and capacity of the individual. This is justifiable for there is scarcely a rural school where some child does not have a very serious sense of failure over school accomplishment. Promotion of good mental hygiene is one of the prime responsibilities of the superintendent. Children should be directed according to their interests and personal limitations. Guidance programs are frequently started in a small way in the rural school, and thus many maladjustments in the secondary institution are eliminated. This is a cause worthy of the attention of every superintendent.

Unification of Educational Interests

There remains in the superintendent's program a final essential objective; namely, that of securing a unification of the interests of the whole unit through community knowledge of the needs and practices of the school. This can only be accomplished by a wise use of every pub-

licity agency of the unit. Local newspapers, grange programs, individual school newspapers, public meetings, radio talks, and "know your school" week may contribute materially to this objective. In the final analysis, however, success depends to a large extent on the personality and vision of the superintendent, and the extent to which he wins the support of his staff and his local districts.

In conclusion, the writer can only emphasize the apparent trend toward the widening of the scope of service formerly supplied by this unit of organization. Many superintendents have found this opportunity available when proper leadership is exercised and a definite plan of educational service is decided upon. The experienced administrator realizes, however, that this enlarged scope of action is possible only with the confidence and co-operation of the local district, and will heed the warning of Shakespeare's old adage:

"Wisely and slow, they stumble who go too fast."

The Place of the Dean in the High School

Charlotte Nairn

The place of the high-school dean in the administration of the high school varies according to the needs of the school, the character of the principal, and the interests and ability of the dean herself. In all cases she acts as a link between principal and student body—perhaps some would say as a buffer to ward off from principals trifling details, annoying occurrences, or follow-up work with pupils—all of which would demand too much time from the busy head of a school. It is her job to "make the rough places smooth" so that principals and teachers may walk calmly and so that pupils may not stumble. Above her stands the principal whose policies must be respected and whose suggestions must be carried out; below her in the administrative plan is the corps of teachers whose success and happiness often depend on her judgment and decisions; while most vitally related to her is the student body whose characters it is her special job to safeguard.

What are her duties in a city high school where the need of a dean has come to be appreciated so recently? She may, on the scholarship side, be chairman of the grade advisers assisting them with knotty problems dealing with the course of study. To do this intelligently she must know the curriculum well, she must keep abreast of the times in educational matters, and she must be able to persuade her colleagues to discard the old and adopt the new when the old is outworn and the new means enrichment of the course of study. Adoption of the new and discarding or modifying the

old requires common sense, vision, and a knowledge of the trend of the times.

The dean may also arrange for intelligence tests and guide abnormally slow or unusually brilliant pupils in the selection of subjects best fitted for them. She may interview parents to determine what seems best for children's future work, to discuss plans for college or business, to offer suggestions for study, recreation, or character building. This matter of interviewing parents becomes one of the most important and absorbing of the dean's duties. Parents who visit the school either at the dean's request or on their own initiative want the whole picture of their child. This necessitates introductions to teachers and follow-up work done in school that will make the investigations of doctors, nurses, and psychiatrists worth while. Although the dean may not do this follow-up work herself, she probably acts as the link between the outside agency and the person or department in the school best qualified to do the job successfully.

On the social side the dean usually heads the social program of the school. All clubs, after being passed upon by the principal, come under her jurisdiction. Club advisers look to her for support, advice, and suggestions. She acquaints herself with their aims, influences pupils to join those best suited for them, attends many of their functions, and evaluates their work. Sometimes she herself conducts a group in manners or social relations, making the instruction practical and appropriate. Sometimes she sponsors teas and dances where the

practical application of instruction is exemplified. Attending the larger social functions such as class nights, proms, and commencement exercises, she regards as part of her job, as well as representing the school at many outside activities where charitable institutions, settlement houses, neighborhood or parents' associations seek to co-operate with the school. Many afternoon, evening, or Saturday hours are thus spent at luncheons, teas, dinners, or conferences; much committee work is undertaken; and the dean wonders how she can complete her duties on twenty-four hours a day. But contact with neighborhood workers is of utmost importance and can well be undertaken by the dean who knows

the school picture so thoroughly that she can present it clearly to those agencies that are interested. On the other hand, she is well qualified to select from suggestions made by associations those that would be worth incorporating into the school organization.

Another part of the administrative burden shouldered or supervised by the dean is the care of needy children. Since the depression this has been a weighty burden, but cheerfully assumed because of its vital importance. Investigation of requests for carfares, lunches, clothing, and the distribution of these to deserving pupils has been made by many deans until re-

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April, 1935, to a six-year term. The following year he was chosen vice-president, and on October 12, 1937, he was unanimously chosen president of the board. He succeeds Dr. Francis C. Sullivan.

President Ferrenbach comes into the high office to which he was chosen with the prestige of high character and with splendid educational qualifications. He attended both the Washington University and the St. Louis University, and secured his degree in the study of law. He is a bachelor, a Republican, and deeply concerned in the cause of popular education.

He was born in St. Louis, June 7, 1887, and has for some years been engaged in the practice of law. He is president of the general alumni association of the St. Louis University, an officer of the St. Louis Bar Association, and is identified with several civic organizations.

E. J. VAN ORNUM

President, Board of Education,
Iron River, Michigan

Mr. Van Ornum is a man of affairs and one who not only attends to his own business in an energetic manner but who also finds time to give liberally of his thought and attention to the community. He is serving his ninth year on the board of education.

His keen business judgment was a strong factor in retaining the confidence of the community during the depression days when every wheel was stopped. Last year he strongly supported the induction of a salary schedule to

School-Board Members

Who are Making Educational History in American Cities

J. B. DEAN

President, Board of Education,
Mason, Michigan

Mr. J. B. Dean was first elected a member of the board of education of Mason, Mich., in July, 1932. He was elected to the presidency of the board in 1937.

Mr. Dean was born in Ingham County, Mich., May 30, 1891, and attended the Mason High School, from which he graduated. He

completed kindergarten building is concrete evidence of his advanced ideas, as well as those of the entire Mason board of education, which includes Cecil Hall, Silas Bement, Lloyd Doane, and Walter Zimmer.

The title of "good citizen" has been amply earned by Mr. Dean through his record of public service.

EDWARD A. FERRENBACH

President, Board of Education,
St. Louis, Missouri

The board of education of St. Louis is an elective body chosen with exceptional care and discrimination. In a city the size of St. Louis, it becomes necessary that candidates for school-board honors be subjected to the scrutiny of citizens' committees and the public press in order that an acceptable choice be made. The result has been that St. Louis is blessed with a board of education made up of a high class of citizenship. Under the conditions it follows too, that the choice of a president of the board of education would fall upon an exceptional man.

Mr. Edward A. Ferrenbach was elected in



Mr. J. B. Dean
President, Board of Education,
Mason, Michigan.

has had a wide business experience, and served for ten years as cashier of the First State and Savings Bank of Mason. During the past eighteen years he has been the Mason representative of the Ford Motor Company. Special recognition of his successful work was accorded him last summer by the *Country Gentleman Magazine*, and other periodicals as one of America's most successful automobile dealers.

As a member of the board of education, Mr. Dean has been especially progressive and has been a stanch supporter of vocational agriculture and home-economics work. The newly



Mr. Edward A. Ferrenbach
President, Board of Education,
St. Louis, Missouri.



Mr. E. J. Van Ornum
President, Board of Education,
Iron River, Michigan.

restore the schools' personnel to better working conditions. Under his leadership, the board of education is rapidly bringing the nine buildings which they operate, to a high state of serviceability. Equipment, too, which the depression denied the boys and girls, is being brought up to the minute. A new athletic stadium is in the process of completion.

Mr. Van Ornum has lived in Iron River for the past thirty years and has played an important part in its development. He has engaged in general mercantile business, lumber and fuel, electric power and light production, and is now devoting his interests to real estate. He is president of the Iron River National Bank.

Pennsylvania's New Protective Teacher-Tenure Law

Cecil Winfield Scott¹

With one brief act the 1937 Pennsylvania State Legislature converted the state's eight-year-old continuing-contract law into a protective tenure law and granted permanent status to all teachers who were serving under contract in the public schools. This legislative action came as a climax to a campaign for tenure protection which had been waged intermittently by Pennsylvania teachers for twenty years.²

The campaign gained much strength recently as a result of a tendency on the part of boards of school directors to disregard the spirit of the continuing-contract law. This statute provided that teachers' contracts should

... continue in force year after year . . . unless terminated by the teacher at the close of the school term by written resignation presented sixty days before the close of said school term, or by the board of school directors by official written notice presented to the teacher sixty days before the close of the school term.³

Under the strain of the depression some school boards violated the principle of this law by issuing "blanket dismissals" to all teachers in their employ. Use of this device relieved the boards of their legal obligation to continue the contracts of teachers and gave them free rein in the employment of new staffs.

"Blanket dismissals" came to be a *cause célèbre* among Pennsylvania teachers and a potent argument for tenure protection. The attitude of organized teachers toward the practice is epitomized by the following statement which the Pennsylvania State Education Association issued shortly before the passage of the tenure Law:

The 1937 Legislature is 'Tenure' conscious and will probably enact a Tenure Act at an early date. . . . As protection against unwarranted blanket dismissals, which defy the spirit of the continuing contract, we favor, 'blanketing in' all present professional employees.⁴

Pennsylvania's new teacher tenure law not only "blankets in" all professional employees who were serving under contract in the public schools at the time the statute was enacted, but it also provides that all new professional employees will attain permanent status upon acquiring their first contracts. These are outstanding features of the strongest protective teacher tenure law now operating in the United States.

Major Provisions of the Law⁵

The new statute applies to all school districts and to all professional employees in the state. School workers included in the term "professional employees" are teach-

ers, supervisors, supervising principals, principals, directors of vocational education, dental hygienists, visiting teachers, school secretaries who are selected on the basis of merit as determined by eligibility lists, school nurses certified as teachers, "and any regular full-time employee of a school district who is duly certified as a teacher."

As stated, all professional employees in the schools at the time the law was passed were given permanent status and new employees are not required to serve a probationary period. Another feature of the law is that it requires boards of school directors to enter into continuing contracts with teachers and to use a contractual form specified in the statute.

In order to dismiss a professional employee during a school term or to discontinue his services at the end of a school term, it is necessary for the board to prefer written charges and to hold if requested an open hearing. The same procedure must be followed to bring about demotions of professional employees in salary or position, who will not consent to being demoted.

Specified causes for dismissal and demotion are immorality, incompetency, intemperance, cruelty, willful and persistent negligence, mental derangement, persistent and willful violation of the school laws, and a substantial decrease in the number of pupils. Professional employees whose contracts are terminated because of decreasing enrollments are merely suspended and boards must suspend in the inverse order of appointment. Suspended employees may engage in other occupations; reappointments must be made in the inverse order of suspension; and boards may not make new appointments while suspended employees are available.

Hearings must be held if requested in writing by accused employees and must be public unless otherwise desired by the employees. Boards of school directors are empowered to hold hearings, to subpoena witnesses for both sides, and to make decisions upholding or dismissing complaints. A two-thirds vote by roll call is necessary to discharge, to drop at the end of a school year, or to force a demotion upon any professional employee. Boards are required to furnish stenographers for recording testimony at hearings and to notify by registered mail employees against whom adverse decisions are rendered. In cases where final decisions are in favor of employees, charges must be physically expunged from the records.

Any employee who considers himself aggrieved by the action of a board may appeal to the Court of Common Pleas of the county in which the school district is situated. The appeal may be decided by a review of the board's decision or by a hearing *de novo* if requested.

Other provisions are a denial of the right of an employee to waive tenure rights and a statement that the law shall not conflict in any way with the legal retirement plan now operating in the state.

Evaluation of the Law

Judged solely as a legal instrument, the new tenure statute is praiseworthy. It is comprehensive and definite, and it is well phrased, clear, and concise. Although one or two provisions could be confusing, e.g., those relating to salary reductions and transfers, the intent is sufficiently clear. Inclusion of a continuing contract is a novel feature which should prevent controversies between boards and professional employees concerning the existence of contractual, or tenure, obligations.

Evaluated as a social security instrument, the law is again deserving of praise. It protects teachers against loss of position during satisfactory service and good behavior and also against forced demotions in salary or rank. Largely because the law does not contain the customary requirement of a probationary period, teachers have greater assurance of permanence than any other teachers in the nation.

Evaluation of the law from an educational standpoint is difficult and probably will never be done in a thoroughly objective manner. This conclusion is based upon the fact that the quality of education is determined by a number of interrelated variables and upon the subjective character of educational efficiency. A case for the law might be made on the ground that it is essential to the development of a teaching profession in the state and will, in the course of time, produce better teachers and improved schools. Logic supports this view, but facts are not available to prove it. Perhaps the best present educational evaluation is one which attempts largely to relate the law to certain educational conditions in the state that it probably will affect, and to indicate by inference what the results may be.

That the law prevents political dismissals of professional employees is obvious. That in so doing it aggravates other problems and creates some new ones seems to be true. Chief among the aggravated problems are: (1) the reduction of administrative units; (2) the elimination of inefficient small schools; and (3) the employment of professionally trained teachers for all the schools.

For a number of years, the State Department of Public Instruction has been trying to reduce the number of school districts in the state. Despite the need, almost no tangible progress is being made. Of the 2,582 administrative units, about 90 per cent have a total population of less than 5,000 each, that is, they are fourth-class districts, and a good number in this group have a total population of less than 1,000 each.⁶ To reorganize these units into a smaller number of efficient units is one of the great educational problems confronting the state. In discussing the problem in December 1932, the State Superintendent remarked that:

⁶These data and others which appear without footnotes were obtained from the "1935 Statistical Report of the Superintendent of Public Instruction," *Commonwealth of Pennsylvania*, or from information recently sent the author by the Department of Public Instruction.

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²Walsh, Sara T., "Pennsylvania Wins Tenure," *The American Teacher*, Vol. 21, May-June, 1937, p. 19.

³Section 1205, School Code of 1911, May 8 (P. L. 309), as in force from May 29, 1931, to April 6, 1937.

⁴"Tenure," *Pennsylvania School Journal*, Vol. 85, April, 1937, p. 285.

⁵The full text of the law, Act No. 52 of the 1937 Session of the Legislature, appears in the *Pennsylvania School Journal*, Vol. 85, May, 1937, pp. 326-28.

Our Pennsylvania unit of school organization, so far as fourth-class districts and many of the smaller third-class districts are concerned, is admittedly wasteful and inefficient. It goes back to the horse and buggy era of transportation and should be abandoned in favor of a larger unit.

Consolidation of small schools into more efficient units is another task on which the state has been working for many years. From 1918-19 to 1932-33, inclusive, the number of consolidated schools increased from 115 to 780.⁹ The enrollment of these schools in 1932-33 was approximately 8.9 per cent of the total public school enrollment.

There are still 6,014 one-room schools in the state, representing about 57 per cent of all elementary-school buildings and caring for 12 per cent of all elementary-school pupils. Since Pennsylvania is heavily populated and has good hard-surfaced roads, there seems to be no justification for so many small inefficient schools.

Opposition of local school directors and of communities has in the past throttled administrative-unit reorganization and has hampered consolidation. This opposition may now receive added strength from teachers themselves, for the new law has created for all professional employees a vested interest in the status quo. The entrenchment of 6,014 teachers in one-room schools and of 56,000 to 60,000 professional employees in other schools may tend to stabilize existing administrative and small school units.

By "blanketing in" her present teachers, Pennsylvania has probably made more difficult an old teacher preparation ideal. In 1920 the state deliberately set out to get a trained teacher in every classroom and during the early years of this decade it adopted as a new goal a professionally prepared teacher, educated on a four-year college level, for every classroom.¹⁰

Statistics indicate that the ideal could not have been achieved in 1940. These same statistics in the light of the new tenure law seem to show that teacher security has pushed farther into the future realization of adequate teacher preparation.

A majority of the professional employees given permanent status by the law have not had four years of college training. In 1935, only 37.1 per cent of the teachers and supervising officials in the state had college degrees, and only 7.4 per cent held master's and doctor's degrees. Fifty-two per cent had completed two or three years of normal school or college education, and the remaining 10.9 per cent had finished a full or partial high-school course, an elementary course, or were classified as miscellaneous. Some teachers in these low categories may have further educational preparation, but the fact that they are thus reported indicates that they have not qualified for higher classification.

The low qualifications of teachers assume added significance when certification is considered. At present 80 per cent of Pennsylvania teachers hold permanent, or life, certificates. Reasonably high minimum educational requirements have been established for beginning teachers, i.e., four years of college education for a secondary-school certificate and three years for an elementary-school one, but with older, less-well-trained teachers pro-

⁹Rule, James H., "The Defense of the Future," *Pennsylvania School Journal*, Vol. 81, Feb., 1933, p. 338.

¹⁰"100 Years of Free Public Schools in Pennsylvania, 1834 to 1934," *Commonwealth of Pennsylvania*, Dept. of Public Instruction, Harrisburg, Pennsylvania, 1934, p. 42.

"100 Years of Free Public Schools in Pennsylvania, 1834-1934," p. 36.

tected in office the infiltration of new teachers will probably proceed at a slower rate. There is danger in the fact that four fifths of the teachers now hold both permanent certificates and permanent tenure.

Failure of the law to include a probationary requirement may be another serious obstacle to the development of an adequately trained body of professional workers. Educational leaders have long held that protective tenure laws should require probationary periods. Facts concerning the administration of such periods appear, however, to indicate that this criterion is questionable and may be invalid. Scott reported in 1934 that "inflexible probationary periods rather frequently work hardships on teachers."¹¹

Some school boards, in small towns tend to refuse to grant teachers permanent status at the end of their trial service. A more general tendency, in practically all large cities, is to treat probation as a routine matter. For instance, Chicago, Illinois, dismissed only five probationary teachers during the twelve-year period 1920-31, and brought less serious disciplinary action against but twenty others.¹²

The existing probationary requirements tend to be regarded by school boards as a means of release from tenure obligations or as routine regulations. These requirements give teachers no protection other than afforded by an annual contract, and they make no distinction between beginning teachers and those who have had years of successful experience. Pennsylvania's procedure obviates the danger of satisfactory teachers being dropped to prevent their gaining permanent status; and it should emphasize the need for careful selection of all professional employees.

The problem of selection of professional employees has become a serious responsibility for Pennsylvania boards of school directors. Under the continuing-contract plan, boards could correct errors of judgment simply by dropping employees. Under the protective-tenure plan this solution will be available only where boards feel they can prove employees unfit for their positions. The employment situation has been altered in all districts, but the change has been greatest in small districts. Boards of school directors in small districts have used less satisfactory personnel practices than have boards in large districts. Some evidence of this is found in the fact that blanket dismissals under the continuing-contract law were common only among fourth-class districts. Since all professional employees are now appointed originally to permanent positions, it is likely that boards will be unable to avoid appointment of some inadequate employees. If any appreciable number of boards fail to exercise carefully their staff-selection responsibilities, the danger of unfortunate appointments will become exceedingly grave.

The most important potential new problems created by the protective teacher-tenure law are those which inhere in the provisions of the law relating to demotions, abolition of positions, and the appeal rights of dismissed employees. Prohibition of demotions, except with the consent of the employees, may give rise to serious problems. It is probable that administrators and school boards will always make some errors in initial assignments and some of these may lead to embarrassing situations. One is safe to predict that the salary angle of this provision will produce grief for

¹¹Scott, Cecil Winfield, *Indefinite Teacher Tenure*, The Columbia Bureau of Publications, Columbia University, 1934, p. 55.

¹²*Ibid.*, p. 59.

many boards and complicate the finance problem during periods of economic depression. Such has been the experience of New Jersey, where a similar salary guarantee forced school systems to default on salary payments and to resort to scrip during the recent depression. The solution reached in New Jersey was suspension by the state legislature of the salary guarantee for the school years 1933-34 to 1936-37.¹³

Since the abolition of the position provision names but one valid reason for such action, i.e., natural diminution of the number of pupils, there is a likelihood that it will handicap some local school programs. Schools with static or decreasing enrollments may not be able to increase the size of classes as an economy measure. Elimination of positions made unnecessary by organization changes, such as consolidation of small schools, is theoretically impossible and may prove to be so practically.

Finally, the removal of controversies over positions from the hands of educational authorities, who should be best able to judge the fitness of employees, seems definitely open to criticism. At least one group of teachers, i.e., members of the American Federation of Teachers, consider that this appeal provision is based upon a sound principle of protective tenure.¹⁴ Regardless of what facts support their position, their attitude, if not the provision itself, augurs ill for education in Pennsylvania.

Conclusion

So far as legal protection is concerned, professional school employees of Pennsylvania now enjoy a higher degree of job security than any other teachers in the nation. The new law meets reasonably well the criteria of a good legal tool and of a good social security instrument. It meets less well the demands which education as an ongoing, society-centered activity makes of laws and regulations which affect the schools. While achieving its major aim, that of elimination of political dismissal, it seems to complicate efforts of the state to arrive at certain educational goals and to raise some new administrative problems. Since the interests of teachers and of education as an activity of the state should not be inimical, it is possible that the end result may be an improvement of education as well as of teacher status. At present and for some time to come, it will be impossible to predict whether this will be the final product.

¹³*Laws of New Jersey*, Chap. 7, "Laws of 1936," pp. 17-18.

¹⁴Walsh, Sara T., *Op. cit.*

THE IOWA SCHOOL BOARD MEETS IN DES MOINES

"Reduced School Budgets as a Challenge to Education," was discussed by Dr. Julius Boraas, of St. Olaf College, Northfield, Minn., before the Iowa School-Board Association, at its meeting held in connection with the Iowa State Teachers' Association. Dr. Boraas held that cries of taxpayers for a lowering of school expenses have caused school boards to turn back to the fundamental principles of education.

At a joint luncheon meeting of school boards and members of the Rotary Club, Dr. Geo. W. Frasier of Greeley, Colo., spoke. The importance of mutual co-operation and understanding between superintendents and school boards was the topic of a general discussion at a joint meeting with the Iowa Superintendent's Club.

The following officers were elected for the next year: President, Charles E. Miller, Albia; vice-president, A. E. Atchison, Washington; secretary-treasurer, M. H. Brinker, Newton.

San Francisco and Its Superintendent of Schools

W. M. Culp

Since 1849 the name of San Francisco has been a lure to the men and women of the world. For nine decades it has brought to the mind of the world gold and romance. Its seven times seven steep hills looking out over a tremendous bay that can anchor the argosies of all the nations and leave room to spare, its Golden Gate famed in song and story, its mud flats filled in to make an Embarcadero edged with the wharves crowded with the craft of the world, its islands in the midst of the bay—Alcatraz, Yerba Buena, Angel—its ferry boats white and yellow streaking the bay with moving lights by night and leaving white ribbons of water by day, its China Clipper roaring its way to far distant Cathay, its modern skyscrapers picturesque as twentieth-century Manhattan, and today its bridges “the eighth wonders” of the world, all together weave an irresistible appeal into this new and great seaport.

In 1939 comes the San Francisco Golden Gate International Exposition to which are invited the people of all lands in celebration of the completion of the Golden Gate Bridge and the San Francisco Oakland Bay Bridge. The first is the largest suspension bridge yet built and the second is the longest bridge of the world built over navigable water. Out in the center of the bay off Yerba Buena Island a treasure island has been dredged out of the bay and upon it is now being erected a fairyland exposition. It is to this and to all of San Francisco that people are invited in 1939.

To the thousands of persons in education—trustees, members of boards of education, teachers, supervisors, principals, and superintendents—who will visit San Francisco in 1938 and 1939 San Francisco offers one of the most civic-minded education programs of the country. San Francisco in its Civic Center has a Municipal Opera House built in recent years, one of the most beautiful buildings in the country. Each spring music-minded San Francisco has a sold-out season. In Golden Gate Park, built upon the sand dunes, are miles upon miles of wooded roads, lawns, playgrounds, the De Young Museum, the Steinhart Aquarium, lakes, rhododendron trees multitudinous in number in bloom out-coloring Washington's cherry-blossom time, Dutch windmills, and out to the west down from Seal Rock, the broad esplanade that fronts the rolling waters of the Pacific Ocean. And added to this a public-school system that has, since the time of John Swett, canny New Englander who fashioned early education in California, been noted for its saneness.

An interpreter of modern San Francisco and its present school system is its superintendent, Joseph P. Nourse. Since the turn of the century (1901 to be exact) Mr. Nourse has been identified with the city schools as teacher, head of department, vice-principal, principal, and since July 1, 1936, superintendent of the City and County School System of San Francisco, Calif. Of those now in the San Francisco school system Mr. Nourse is one of the last of the old guard of the B.F. period (Before the Fire). He is also one of those who in the A.F. period (After the Fire) has played a prominent part in the rebuilding

of San Francisco during the past thirty years. Nob Hill, old Chinatown, the Barbary Coast, the Shanghaiing haunts of the waterfront, the glittering cafes, the Paris Louvre, Tait's, Coffee Dan's, the Odeon, the Hofbrau, the Heidelberg, Spider Kelly's, are now only names of the past or places of the present replaced with the glitter of neon lights of the moment of our 1937 cocktail bars.

Meanwhile, the public-education system of 1900 has grown and grown. From a city of 350,000 in 1900 to a city of 700,000 in 1937. From a school enrollment of around 35,000 in 1900 to one of 105,000 in 1937. From 82 schools in 1900 to 105 in 1937, manned by 3,343 employees, 2,821 of them teachers, with approximately a \$10,000,000 budget. From a system comprised of high, grammar, primary, and evening schools to one made up of junior college, high schools, junior high schools, grammar schools, primary schools, kindergartens, evening schools, vocational schools, and health schools. These and more are some of the highlights that have developed during Mr. Nourse's life as schoolman in San Francisco during the past thirty-six years.

To San Franciscans Joseph P. Nourse is looked upon as a Californian; yet he was born in Academia, Pa., and came to Santa Ana, Calif., in 1886. To those east of the Sierra Nevadas it is rather inexplicable how one born outside the environs of the State of California can be classed as a Californian. Ella Sterling Mighels, the literary historian of California, has presented the most convincing explanation of this phenomenon. Californians, according to Mrs. Mighels, are of two classes: those that chose parents residing within the limits of the state and were born there, and those who chose parents outside the limits of the state and were likewise born, but whose parents seeing the light moved within the borders of California and then their children spiritually were reborn there. Mr. Nourse is of the latter species and to the outsider no differentiation can be detected between the two varieties.

Joseph P. Nourse has oft been described as a mild-mannered, soft-spoken scholar, given to Latin and Greek, devoted to the interests of the boys and girls in his charge, a man with infinite capacity for work. Joseph P. Nourse was selected by the San Francisco board of education for the superintendency by a unanimous vote, something unheard of in a city in which for years intermural educational politics had caused great friction. And as C. Harold Caulfield, president of the San Francisco board has said, his election was brought about by the fact that “his experience as teacher and administrator in our school system had shown him possessed of the ability and qualifications necessary in a superintendent.” And Mrs. Caulfield continues: “he has constantly improved and strengthened the educational program and has never failed to secure the support of the board of education in any program of school betterment and progress.

One reason for Superintendent Nourse's success is that he knows his way. He works quietly with his board of education. He says



Dr. Joseph P. Nourse, Superintendent of Schools, San Francisco, California, is a lover of children, which is perhaps one strong reason for his success as an educator. The child on his lap is his grandson Joseph Nourse Goodell.

little but what he says counts. He does not regard a board of education an obstacle in the progress of education as many superintendents are prone to do. He does not spring measures upon his board and expect them immediately to pass them and with little thought. He only makes one recommendation for a position or a proposition and does not present an alternate. He believes in complete noninterference in the affairs of the department. With these ideas the San Francisco schools have been functioning with the greatest harmony of recent years. Money has been spent in lowering class enrollment. Four steps of major significance have occurred during this present school year in the opening of the newly constructed Samuel Gompers Trades School, the opening of the Sunshine School offering unparalleled educational opportunities to children weak in body or health, the appointment of a Director of Curriculum to co-ordinate courses of study from kindergarten through junior college, and the appointment of a Director of Counseling and Guidance to co-ordinate the guidance work of the city schools—a problem that has always had Superintendent Nourse's intense interest.

Superintendent Nourse's interest in counseling comes from his knowledge of the tremendous importance the advice of the teacher or principal or counselor has upon the future life of the pupil. He takes his own life as an example. After graduating from the Santa Ana, Calif., high school in 1893 with a class of eleven, he had the offer of an appointment to West Point. His principal told him there would be no more wars and persuaded him to attend Stanford University, then in its third year. Superintendent Nourse, with Revolutionary ancestors, a father who fought in the Civil War, a major in the National Guard of California in his own right, the founder of the ROTC Corps of the San Francisco schools, and with a son and son-in-law in the armed forces of the United States,

wonders whether the life of a schoolmaster or that of a soldier should have been his bent. At any rate he is head of his class as schoolmaster in his present position as superintendent of schools, and the members of the class he would have graduated with at West Point are now generals or brigadier generals.

Superintendent Nourse graduated from Stanford University in 1897, that institution's third graduating class; his major was Latin and Greek under that eminent scholar Dr. H. R. Fairclough. In the West, at least, a superintendent of public schools of today who knows any Latin or Greek is a rarity, and to be trained in the classical languages and to be superintendent of the second largest city upon the west coast gives a boost for the study of languages ancient as well as modern in a section of the country where professors of education are decrying the knowledge of any foreign language modern as well as ancient. After graduation from Stanford University, Mr. Nourse returned to Santa Ana where he instructed for three years in the Santa Ana High School. Then desiring further graduate work, he attended the University of California and was acting as a reader in Greek under Dr. Clapp while he was preparing himself for a year or more of study at the American School of Classical Studies in Athens, when in January of 1901 he accepted a position in Latin and Greek at the Lowell High School, San Francisco. Eight years later he was head of the department of classical languages of the same school.

Ever since his youth Mr. Nourse has been interested in the military. In high school he helped organize a company of cadets. He was a member of the California National Guard. At Stanford University along with Latin and Greek he continued his interest in *affaires militaires*. At Lowell High School in 1915 he organized the Lowell Unit of the High-School Cadets and two years later was invited to command the entire San Francisco organization of cadets. During the war he was in service at the Officers' Training Camp at the San Francisco Presidio. After the armistice he returned to the city system and helped in the organization of the ROTC unit of the San Francisco schools. He also had been made a major in the California National Guard by the then Governor Hiram Johnson.

Then followed work in the Humboldt Evening High School, where he gained valuable experience with evening high schools and the field of adult education. This was followed by an appointment to the High School of Commerce as vice-principal, a position held until 1920, when he was assigned the principalship of the Polytechnic High School during the absence of the principal. In 1921 he organized and was principal of the Galileo High School, a position he held up to the time of his appointment as superintendent.

At Galileo High School Mr. Nourse came into his own. It was here in a new school which grew to 2,700 students that he had been best known and honored. In the words of one of his former students, "modesty being one of the chief characteristics of our principal, Major J. P. Nourse, it is not an easy task for one of his pupils to set down in type a true impression of his worth, without making Major Nourse just a bit uncomfortable." The brief of this young lady's remarks was that in a school of nearly three thousand persons Mr. Nourse made it his business to know the progress of each individual and to give aid and encouragement to the brilliant as well as to those of more moderate ability. It was

this fact, that each individual in the school came to feel that Mr. Nourse was watching his progress and was proud of accomplishment and was sad at failure, that made each individual strive the more.

Successful in his life's career, Mr. Nourse has had in addition a home life of fullness. In 1901 he married Miss Minnie Sylvester, then a student at Stanford University. Three children are the result of this marriage. Their son, Lieutenant Robert S. Nourse, studied at Stanford before he was appointed to West Point in 1922, and is now stationed at Schofield Barracks, Hawaii. Their daughters, Mrs. Frank Q. Goodell (Barbara Nourse), whose

husband also received a commission from West Point and is now detailed to Fort Lewis, Washington, and Joan Nourse were both graduated from Stanford University. Mr. and Mrs. Nourse are also the grandparents of Robert Hugh Nourse and Joseph P. Nourse Goodell.

Joseph P. Nourse, Major to thousands of students, classical scholar, superintendent of the Golden Gate city, will be host to educational visitors during the coming Exposition years. And the impression the visitor will get is that here is a man full of humanness, trained in the philosophies of the past, yet alive to the opportunities of modern education.

Teaching Farming in a City School

C. M. Meadows, Jr.

On a brisk early autumn day a tractor was swiftly turning the soil on a piece of land abnormally large for its location within the limits of a big city. Unusual as the scene was, it didn't just mean that here were seventy-five acres of rich farm land which continued to resist urban encroachments. Stranger than that, it represented the inauguration of a public school to teach practical farming within sight of city skyscrapers!

So it was that a country boy who came to town "stole the show" in educational interest of San Antonio, Texas, this year. He is Terrell F. Gates, principal of Luther Burbank Vocational High School, who of course, is not a boy at all, but a young man full of enthusiasm after eight years as principal of the Leon Valley rural high school near San Antonio.

Indeed, Mr. Gates, with his training and experience, fitted into the program conceived by San Antonio school authorities for Burbank High School as one of the first city junior and senior schools to offer a regular curriculum plus vocational instruction including a course in practical agriculture. That program was originated and worked out by J. C. Cochran, San Antonio superintendent of schools; L. W. Fox, director of vocational education, and their coworkers, with the support of the San Antonio board of education.

In the first place, it was a streak of fortune that so large a site suitable for agricultural purposes was available within city limits,

but it was — a former irrigated truck-gardening area — and it was acquired for the \$250,000 school-building that was erected and opened there in September, 1937. With a flowing-water well already on the property, it was equipped in advance for teaching and practice of a form of farming that is widespread in the Southwest where rainfall is not sufficient the year round.

Teaching vocational agriculture in a city school is not the only exceptional thing being done by Luther Burbank School. After the regular class periods its faculty members are conducting homemaking and commercial classes for part-time students and adults and are carrying on home visitation in connection with this work. This is a responsibility they have accepted, if not an obligation imposed by the fact that the school is federally aided under the Smith-Hughes law.

Erecting a U-shaped fireproof building, all one story except for a soundproof music room on the small second floor, as nucleus of the Burbank plant, the school authorities have provided accommodations for 900 students. The school opened with over 500 pupils, a number since increased to more nearly 600, of whom considerably more than 100 are in the ninth grade. There are 23 teachers. The school is a combined junior-senior high school — the sixth to the eleventh years inclusive. It opened with the three junior classes and the first senior-school grade, the plan being to add a high-school grade each year to complete the six-year schedule in 1939-40. However, the enrollment is so large that the second-year high-school work probably will be added in January.

Burbank has drawn some pupils from an overcrowded near-by junior school, and students have transferred from adjoining rural-school districts, attracted by the vocational program. Most of the enrollment comes from the immediate neighborhood, one of families of modest means, many of them raising gardens, some keeping cows and chickens, and practically all having flowers. Thus, the course in agriculture, taken at the outset by fifty will be the first market. In addition to school work, each student will be encouraged to carry on kindred projects at home.

Power planting is one of the modern aspects of farming as it will be practiced at Burbank. (That is one of the jobs performed by the hired hand in advance of initial class-work.) A storage tank to hold water will re-



Tractor plowing land that vocational agricultural pupils will till as part of their lessons at Luther Burbank Vocational School, San Antonio, Texas.



Newly opened Luther Burbank Vocational High School, San Antonio, Texas, on a corner of its 75-acre "campus," a large part of which will be devoted to practical teaching of agriculture.

place an old dirt reservoir built by former owners of the land, and a 15-in. pipe line will carry water into the fields to connect with open irrigation ditches.

While the teaching of agriculture has attracted attention to Burbank, the institution stresses three other vocational courses — homemaking, commercial studies, and shopwork. The comprehensive courses in homemaking, include garment construction and renovation, interior decorating, food preparation, canning and preserving, budgeting, home hygiene, and nursing. Here, too, modern equipment has been installed, as for instance, half a dozen electric sewing machines, but the department has aimed at duplicating as nearly as possible the average home setup so as to teach girls, the future homemakers, under conditions familiar to them. A model kitchen, a dining room, and a living room are furnished suitably for practice "laboratories."

The commercial department, too, has complete office equipment, including 20 new typewriters. The wood and metal shops have all the tools and machines required to teach metal- and wood-shop trades and auto mechanics vocationally.

Back to the course in agriculture: It is mainly a vocational course for senior-high-school students. An opportunity to take the students, can be of immediate service to most of the families, besides giving the boys a vocational groundwork in the nation's basic industry. More and more the boys from the neighboring rural regions are expected to come to Burbank.

To teach practical agriculture naturally required facilities more than ordinary city-school campus, classrooms, laboratories, and textbooks. With its 75-acre site, Burbank has more than 50 acres to be cultivated. The present courses include animal husbandry, horticulture, floriculture, landscaping (with emphasis on beautification and improvement), production of shrubs, flowers, fruit trees, truck gardening, and the production of milk and other dairy products, chickens and eggs. The acreage, which has a barn and a residence for a "hired hand," is being divided into "farm laboratory" units. One unit, for instance, will consist of about six acres for chicken raising, on which 200 white leghorns will be placed. For contrast between two breeds of cattle, the dairying unit is buying registered Holstein and Jersey cows. Small garden plots will be

assigned to class groups, who will be taught the difference between home-garden problems and those connected with raising vegetables on a large commercial scale. Crop planting in the main must wait until spring, although shrubbery and flowers have been started. In a courtyard, protected on three sides by school walls, will be planted citrus fruits, the production of which is a growing industry in the warmer climes of the Southwest.

Whenever production of vegetables, fruits, milk, chickens, eggs, or other produce justifies the step, these products will be offered for sale. The school's own cafeteria work as an elective is afforded for the junior graders. This contributes to thoroughness and is helpful to boys who might not be able to go on through high school.

Burbank's program, supplementing vocational education at other San Antonio schools,

helps to meet a peculiar problem in the Texas city. The problem arises from the large percentage of pupils of foreign extraction, principally Mexican, whose lifework will be largely along manual lines. In Burbank, 26 per cent of the students are of Mexican descent.

Academic courses are not slighted at the new school. They are as thorough as at any other similar institution. The library will shortly have more than 3,000 books on its shelves. The school offers extracurricular diversions and sports the same as others. It has an auditorium with seats for 840. On the campus are the usual football field, tennis courts, and the like, and some day a concrete swimming pool will replace the dirt water reservoir.

Mr. Gates has ambitions to carry out at the city school a counterpart of his achievements in the country. As principal in the Leon Valley community he once won a gold medal for a social-service program through 4-H club accomplishments. He entered the San Antonio schools as landscape-gardening instructor a year before Burbank was built. He is a graduate of San Marcos (Texas) State Teachers' College.

Perhaps the Luther Burbank school experiment, if it may be so termed, has set a good example. Two months after its opening A. P. Caldwell, retired railroad man of San Antonio, and his wife, Mrs. Addie Caldwell, deeded as a gift to the Yoakum (Texas) Independent School District a 105-acre farm near Yoakum. The project will be known as the "A. P. and Addie Caldwell Demonstration Farm," and will be used for students to put into practice their lessons in agriculture. Yoakum is a South Texas town of about 4,000 population. George P. Barron, school superintendent there, expressed the belief that other communities may be privileged to follow along the same line.

HEALTH OF SCHOOL CHILDREN

What we really need in our public schools, is the preventive medical approach rather than the antiquated physical-training approach to our school health problems. Put a modern six-point public health program (communicable-disease control measures, sanitation, child-hygiene measures, vital statistics, public-health laboratory services, health education) into our public schools and the health of our children will begin to show definite and measurable improvement. — D. F. Smiley, M.D., Cornell University, Ithaca, N. Y.



Temporarily capped artesian well which will supply water for irrigation of school practice farm at Luther Burbank Vocational School, San Antonio, Texas. Principal Gates stands beside it.

Planning a Time Schedule

William E. Gillis¹

With the increasing importance of carefully timed schedules in the modern business world it has been a logical development that school timing schedules should receive increasingly greater attention. This writer had the interesting task of organizing a thousand-capacity high school in a community which had never had its own secondary-school plant before. There was the advantage of no prior traditions to hold one back in the formulation of the administrative plans.

One of the important factors in the organization was the arrangement of the time schedule in its various phases. It was felt that an entirely new organization would need special emphasis on system and detail so as to insure efficiency of operation. Then again, the value of habit formation and training in regard to punctuality was considered important.

In drawing up a time schedule the experience of others and accepted procedure were studied. Local conditions as to trolley and bus service were important considerations also.

In drawing up the schedule the writer considered (1) opening and closing hours; (2) length of periods; (3) number of periods; (4) intermissions; (5) special periods; (6) type of clock and program device. While some of these factors depend upon each other to a great extent, each one must be given special consideration both by itself and in relation to the other parts.

Opening and Closing. The hours for opening and closing school were determined partly on the length of day desired. The opening hour was set at a time which would fit the

¹Superintendent of Schools, East Haven, Conn.

trolley service, and it was also based on the time at which many of the parents went to work. This enables quite a large number of those who live on the outskirts of the town to get automobile transportation. This has been a factor in aiding attendance on stormy days. Tardiness may be a serious problem if too early an hour is chosen.

In determining the closing hour it was necessary to keep in mind that the school bus had to make two trips after dismissal and that the pupils should be at home at a reasonable hour. Consideration was given to trolley service so as to avoid long waits and to the fact that ample time should be allowed in the afternoon for organized and informal leisure-time activities. The tardy bell was set at 8:20 a.m. and the dismissal bell at 2:55 p.m.

Length of Periods. The classroom period was set at 50 minutes. The principal reason for a period of this length was to allow sufficient time for supervised study, and yet it was not assumed that the average teacher actually did carry on supervised study in the true sense. It was felt that a longer period might form poor study habits if carried on under poor supervision. We have felt that it will take time and perseverance to get teachers to do a real job of supervised study and that a 50-minute period is a suitable one to use while the process of making teachers "supervised-study conscious."

Types of Periods and Intermissions

Number of Periods. In various schools the number of periods in a school day range from four to ten. A plan which is satisfactory

in one community may be unsuccessful in another. The needs of the community and the philosophy of the administrator have much to do with the success or failure of the particular plan.

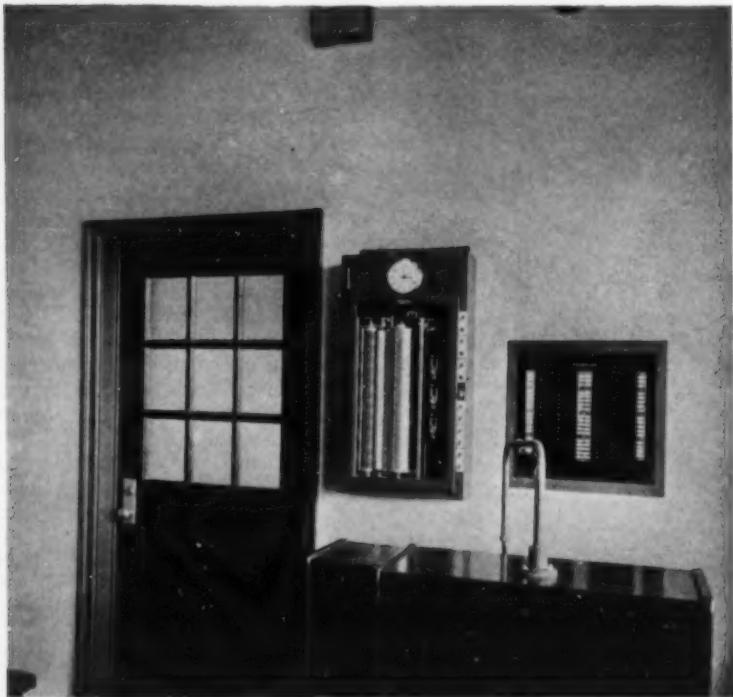
Based on the number of daily classes assigned to each teacher and to the average pupil it seems that a six-period day works well. The average teacher in our school has four classes and one study hall daily. This allows one period for conferences and preparation. In like manner the average pupil has four majors and part-time subjects such as physical education and music. This allows a reasonable number of study periods during the week so that outside the study is reduced to a minimum.

In addition to the six regular class periods a special period of 35 minutes was provided for home-room and extracurricular activities, which will be given further mention.

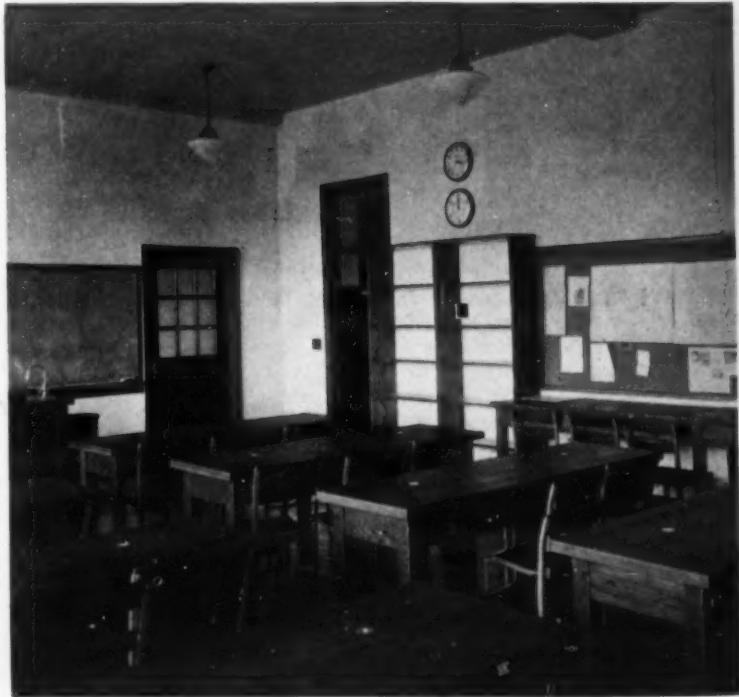
Intermissions. In a small or well-arranged building it is not necessary to allow much time for passing to classes. A small amount of time will help to emphasize promptness and will prevent the habit of loitering. A warning bell before the close of the period may be confusing and conducive to wasted time at the close of the period. Three minutes for passing seems to be ample for the average high-school group.

Special Periods. In order to take care of the lunch hour, assemblies, home-room management, guidance and extracurricular activities, periods of special length must be provided.

When space is at a premium in the cafeteria



The time control instrument in the general office of the East Haven High School. The program instrument is to the left and the signal control board to the right. The entire program of the school is controlled by these sturdy, accurate instruments which allow of the widest flexibility in the control of the program.



The general science room is equipped with a regular telechron clock and a special 12-minute elapsed time indicator with one second tap bell and control switches. This special timing device permits the instructor to time accurately various types of tests in shorthand, speed writing, typewriting, laboratory, and mathematical activities.



The East Haven High School is a dignified, fireproof building designed in the typical New England colonial style and affording complete facilities for a well-balanced high-school course.

a special arrangement is necessary to accommodate all pupils, to allow sufficient time and to have such periods begin and end at the same time as the regular class periods. The 50-minute period lends itself to this arrangement. The student body is divided into three groups. Two of these are in classes during the fifth period and the other is in study hall. Group A reports to the cafeteria for a period of 25 minutes and then to class for a 50-minute period. Group B, which has been in study-hall reports to the cafeteria for the second 25-minute shift and returns to study hall after lunch. Group C reports to class for 50 minutes and then to lunch for the last 25 minutes. This enables one to maintain the 50-minute class period without interruption, and it is possible to maintain a balance in the numbers using the cafeteria at any one time.

Control of Special Curricular Activities

Activities Period. Much good can be accomplished by having club and other extracurricular activities take place within the school day. A special period set aside for this purpose can be made to serve many purposes. One day may be used for home-room activities. Student-council business and guidance can be handled at this time and, if the same home room is kept intact for four years, the teacher-pupil relationship can be of great value. This has shown excellent results at the Troup Junior High School in New Haven as developed by the present superintendent, Dr. Joseph Fitzgerald.

The special period may be changed from the opening to the close of the day if desirable. While it may be well to have the home-room activity carried on in the morning, it may be more convenient to hold the assembly exercise at the close of the day.

By use of separate circuits, warning bells are used for classes in homemaking and industrial arts, as well as physical education, where time allowance must be made for taking showers.

The science rooms have elapsed time indicators equipped with a mechanical tap bell. These are used for time experiments.

Type of Clock and Program Device. The planning of the daily time schedule is theoretical in a sense. In order to make it practical we must have the mechanical device to carry

out the plans. A modern clock and program device must meet many demands. It must be accurate, foolproof, and above all it must be flexible. The office staff is not made up of electrical or mechanical experts, yet they must be depended upon to control the schedule through an intricate mechanism.

Time is an all-important factor in the school. If the program is disrupted, confusion results and strained dispositions may be the order of the day. Everything must run like clockwork, so to speak. The number of pupil-minutes involved is large and must be used to the best advantage.

The East Haven Equipment

The new East Haven High School has an

automatic dual-motor resetting clock system with a multiple-circuit program instrument. The 6-circuit, 24-hour cycle vertical-cylinder-type program instrument is of the latest type. It is designed for 115-volt operation to meet the requirements of the National Board of Fire Underwriters, but it operates on 24 volts a.c.

To provide flexibility in control of individual classroom programs, the program instrument operates through a 70-point, 6-circuit signal board, mounted in the principal's office near the program instrument. This signal board permits a change of program by merely changing the contact. An extra circuit is used, for example, to change the activity period from the beginning to the close of the day, when desired. This is easily done.

In the ordinary building this device with its generous number of circuits makes it possible to change for different days in the week or to change at mid-year by merely making use of the circuit contact panel. Such a procedure lends flexibility to the program and does away with the tedious changing of contact pins or tape.

The central control equipment is of the automatic dual-motor resetting type. This device has no control over the clock system except in the event of a power interruption. Then an accurate spring movement in the device registers the period of power interruption and when current is resumed causes the entire clock system to operate at ten times the normal rate until the clocks are on time. This is accomplished by equipping each clock with a dual-motored movement, the normal motor of which drives the clock at normal time rate and the operation of normal and reset motor during resetting periods.

School executives today will find to their satisfaction that there is now equipment available to put even the most exacting plans of time scheduling into action.

The Decline of Kansas One-Room Schools¹

During the past few years, the State of Kansas has received some publicity on the maintenance of its one-room schools with the implication that it was making no particular effort to eliminate them. The recent fact that it maintains such a school with only one pupil has apparently given color to the charge.

On the contrary, the state has met the situation in a gratifying manner. Beginning with 1928, something like 227 one-room schools were closed, and the children sent to larger schools elsewhere. By 1937, this number had grown to 840 schools.

The enactment of the Rees Co-operative School Law in 1935 and the School Equalization Act in 1937, gave further impetus to the movement designed to close the smaller schools. It should be noted that, while the number of schools closed by 1935 had reached the number of 473, the number rose to 840 in 1937.

As nearly as can be determined from the available reports during the three-year period, 1935-1937, 77 more one-teacher schools were closed than during the eighteen-year period

1918-1935, for during the three-year period since the enactment of the Rees Co-operative School Law, 562 schools have been closed, while from 1918 to 1935 only 481 were closed. In 35 of the 105 counties of the state, 12 per cent or more of all one-teacher schools are closed during the current year. In 23 counties representing over 20 per cent of the entire number of counties, 20 per cent or more of the one-teacher schools are closed.

In four of the counties, the number of one-teacher schools closed ran over 40 per cent. In Stevens County, the percentage reached 43 per cent.

In the process of a study, another interesting and significant set of facts was discovered, which show very rapidly the number of children attending one-teacher schools has been declining. During the school year 1924-25, there were 120,949 pupils enrolled in one-teacher schools. For the year 1933-34, the last year for which comparable data are available to the writer, the enrollment was only 100,362 which represents a decline of 20,587 during the nine-year period.

It is gratifying to know that the closing of these one-teacher schools has resulted in improved educational opportunities for the children from these districts. Recently, Mr. A. L.

¹The present brief article is an abstract of the study of one-teacher schools, carried on by Mr. W. E. Sheffer, superintendent of schools, Manhattan, Kans.

Evans, principal of the Miltonvale Rural High School, conducted a study in an attempt to learn how the quality of education is affected for children who attend schools in districts other than their own because of the closing of the schools in their home districts under the provisions of the Rees Co-operative School Law. He studied the cases of 48 schools which had been closed and found, among other items, the following:

1. Before these schools entered co-operative areas, 11 per cent of their teachers held state certificates; 60 per cent held only county certificates. After entering the co-operative areas, the children were taught by teachers, 60 per cent of whom held state certificates, and only 20 per cent held county certificates.

2. Before entering the co-operative areas,

43 of the schools had only an eight months' term; none had a nine months' term. After entering the co-operative areas, 22 had a nine months' term. Before entering the co-operative areas, the average teaching experience of the teachers was 2.8 years; after entering the co-operative areas, the average experience was 4.7 years. Before entering the co-operative areas, the average teacher had 2.8 hours of college work. After entering such areas, the average amount of college training was 15.2 hours. Along with all these superior educational advantages, there was a reduction in cost of 8.6 per cent, which really was lower than the typical experience should show, because teachers' salaries were increased rather markedly the year these schools entered co-operative areas.

touching each member in an effort to secure uniformity in practice or unanimity in thought on such matters as marks and marking, tests and testing, failures and promotions, and so forth. An hour is sufficient for this type.

4. *Social* meetings obviously are for the purpose of companionship with others. They may last two hours.

Occasionally one of the first three types may be combined with this last type. The element of fatigue will not enter in because of the variety of program.

A democratic plan cannot be thrust upon the teachers too suddenly. It will have to be a gradual development in which teachers have a common interest. For the first year, therefore, I propose that the county superintendent or the town principal be the mainspring in the planning and assignments necessary. Let him appoint representative committees to plan each meeting and assist him. He may suggest topics and outlines for progression meetings. He should advise committee members not to feel obligated to follow the outline suggested. Lewis says that a "program committee representative of all the teachers in the county should be organized, and this committee should co-operate closely with the county superintendent in the selection of a program."⁴ Such a committee should be appointed before the end of the first year. By the beginning of the next school term the program committee will have had ample opportunity to function and will be ready to announce plans for the entire year.

⁴Lewis, E. E., *Personnel Problems of Teaching Staff*, p. 87. Century, 1925.

Democratic Teachers' Meetings a Means of Supervision

J. L. Oppelt¹

It is the belief of the writer that if teachers are to educate for democracy, they must first experience a democratic relationship with their colleagues in the school systems. Professional teachers' meetings should be one of the best mediums for developing such a relationship. If it is true that "the school must be a place where pupils go not merely to learn, but to carry on a way of life,"² the same is equally true with respect to teachers and professional teachers' meetings. One learns to do, not by prescription but by action. I venture the assertion that thousands of town and rural teachers have rarely had a part in a professional teachers' meeting. True, they go to routine meetings, institutes, and conventions. But in a democracy it is supposed that all the members of the group have equal opportunity. On this basis most teachers' institutes and meetings are anything but democratic.

Too often the area of common concern in teachers' meetings is very small. Administrators arrange the programs, set the stage and even "fix" the election of candidates for office. It has been well said "history proves merely that the common man was never given a chance to think, and then was blamed because he was unable to think."³ This has certainly been true in many school systems and particularly in rural-school systems. If teachers were given an opportunity to participate in planning their meetings, there would soon be increased interest in the programs. Many teachers have talents in which they excel and which they would gladly share. In the degree that there is a common interest will there be professional morale.

In too many small schools, the principal teaches half time or more and with his multitudinous duties of administration has little time or energy left for supervision. Supervision, therefore, devolves upon the county superintendent and his assistants. In a large county frequent classroom visitations by supervisors is humanly impossible. It is possible, however, to build up and maintain the same *esprit du corps* among the members of

a village and rural system as in any city system. This can be accomplished by a democratic program of professional teachers' meetings. It is advisable to have an organization of all county teachers before attempting regularly scheduled county teachers' meetings for professional advancement. The county superintendent has an excellent opportunity to build and maintain morale among the teachers of a county in and through such an organization.

The writer proposes four types of meetings, the definitions of which will show that they will be sufficient for all needs.

1. *Informational* meetings are held for the purpose of making the members of the group conversant with topics, aside from teaching, which should be of interest to teachers. Such meetings should not last more than one hour.

2. *Progressional* meetings are held for the purpose of stimulating the members of the group to move forward in the achievement of a desired objective. An hour and a half should be the time limit.

3. *Administrational* meetings are held for the sole purpose of discussing routine matters

HEALTH AND EDUCATIONAL OBJECTIVE

There is abundant evidence that our school children start and finish their educational experience under conditions of mental and physical health which are far from satisfactory. Retardation, absenteeism, and mediocre achievement result all too often from preventable or correctible physical defects and from bad health habits. The frequently detrimental influence of the school program upon child growth and development is one of the many questions in education which need careful study under controlled conditions. Much that has passed as school health work has been superficial, poorly supported, and limited in scope.—Warren E. Forsythe, University of Michigan.

CIVIL SERVICE EXAMINATION FOR BUSINESS SUPERINTENDENT

The board of education of Minneapolis, Minn., will shortly appoint a new assistant superintendent in charge of the business affairs of the schools. In the selection of the new business official the board is setting an example to the school boards of the entire country through the setting up of desirable qualifications to be required of the person who is to fill the position. All applicants will be required to pass a civil service examination. From those who successfully pass the examination, the Civil Service will select the three highest for recommendation to the board of education.

The qualifications to be required of the person selected to fill the position are:

1. Ability and experience as an executive in working with and supervising the duties of a large staff of employees, professional, technical, clerical, skilled, and unskilled.

2. Sound knowledge of building construction, materials, and mechanical equipment, costs, markets, and maintenance.

3. Experience in merchandising: knowledge of costs, quality of materials, storage and distribution of supplies.

4. An understanding of cost accounting and keeping of accounting records, and an understanding of budgets and the application of budget requirements to current operations.

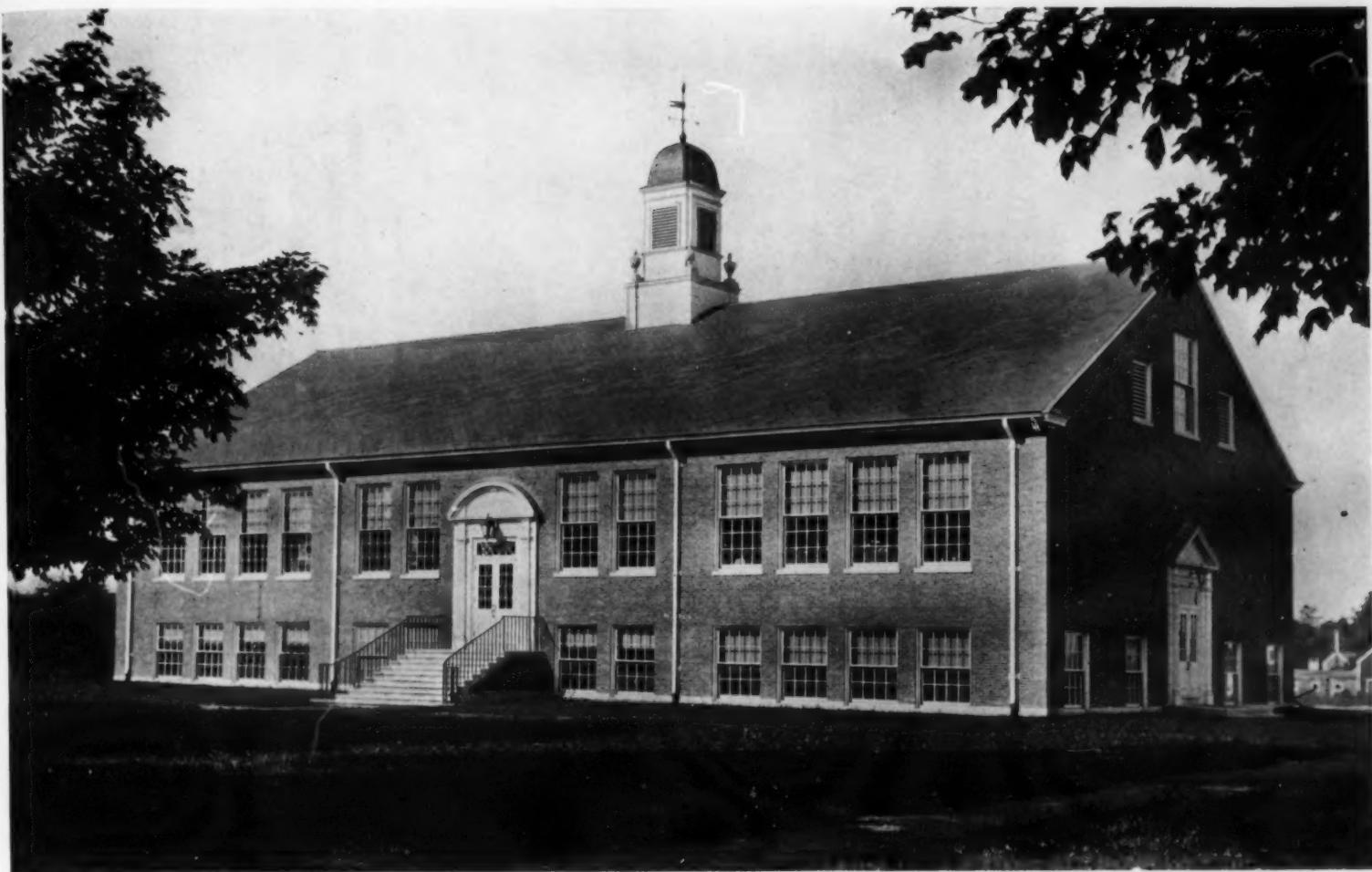
5. A sound knowledge of educational values and the ability to co-ordinate the work of the business department with the general educational program of the schools. Skill in handling facts and objective data.

Also among the qualities necessary in a person capable of filling the position are industry, tact, firmness, integrity, and ability to inspire loyalty and respect among various types of workers.

¹Superintendent of Schools, La Grange, Ohio.

²Bode, *Democracy*, p. 77, 1937.

³Ibid., p. 105.



General Exterior View, Grade School, Rollinsford, New Hampshire.—Huddleston & Hersey, Architects, Durham, New Hampshire.

A New England Community Grade School

Howard L. Winslow¹

The Town District of Rollinsford, N. H., is neighbor to the city of Dover and borders on the State of Maine. For nearly one hundred years and until two years ago, the educational needs of the town were served by four one-room schools and by a four-teacher building in the village of Salmon Falls. Several years ago, two of the rural schools were closed and now the last of them has been discontinued.

The simple program of reading, writing, and arithmetic offered since the establishment of the first school within the town limits, has given way to the far completer program required under the state curriculum. All of the children from the outlying sections are transported to Salmon Falls, where the new building not only houses the eight grades, but makes the enriched program a reality.

For nearly two decades the consolidation of the rural schools was contemplated. The fact that the old village school was badly located, poorly ventilated, and ineffectively lighted was commonly recognized. The fact, too, that it had outlived its usefulness from

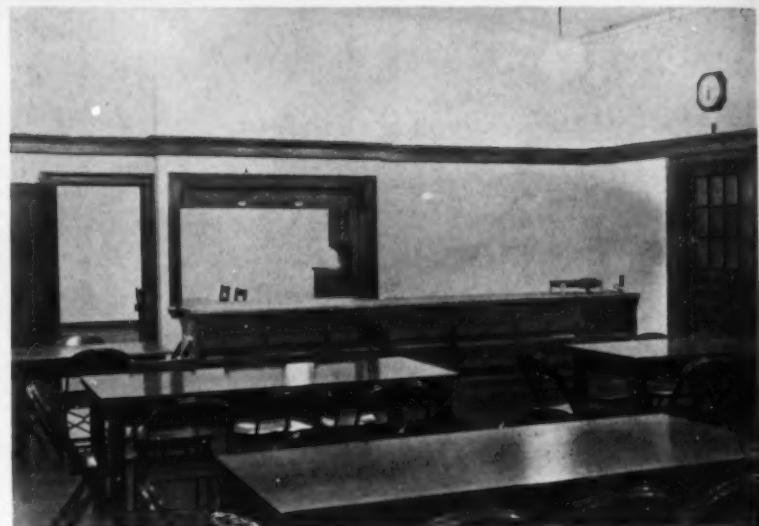
the instructional standpoint had been brought to the attention of successive school boards. For ten years past the prospect of a new building was kept closely

in mind and shaped the town's educational policies. Thus, the furniture purchases in these years were arranged to provide the newest types of movable seating so that,

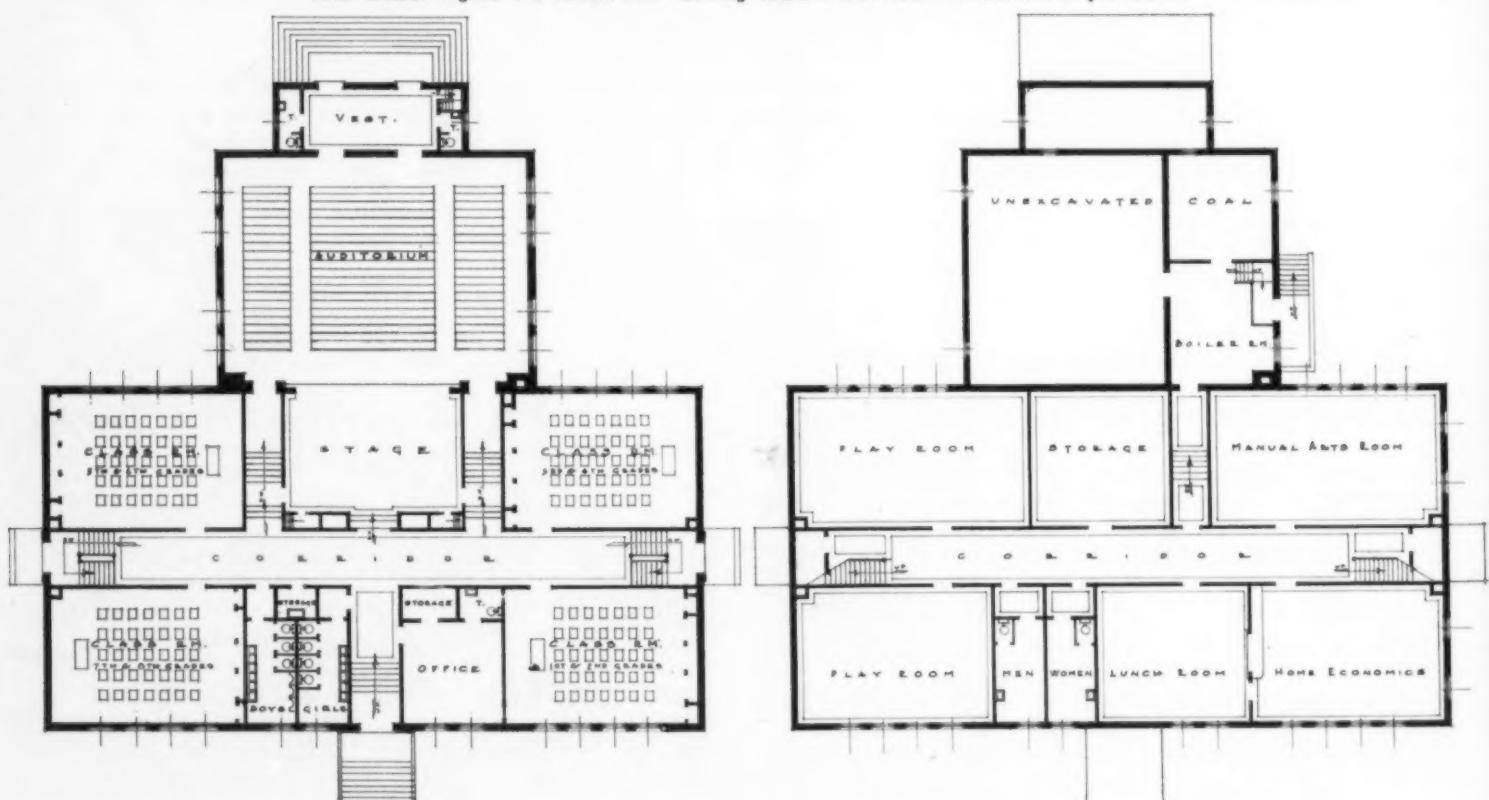


The auditorium entrance to the Grade School, Rollinsford, New Hampshire.

¹Superintendent of Schools, Supervisory Union No. 56, Somersworth, N. H.



Upper left: a typical classroom. Upper right: a classroom looking toward the built-in wardrobes and bookcase. Lower left: a typical exit. Lower right: the lunchroom looking toward the home economics department.



First Floor Plan and Basement Floor Plan, Grade School, Rollinsford, New Hampshire.—Huddleston & Hersey, Architects, Durham, New Hampshire.

when the new building was ready, seats had to be bought for only one room.

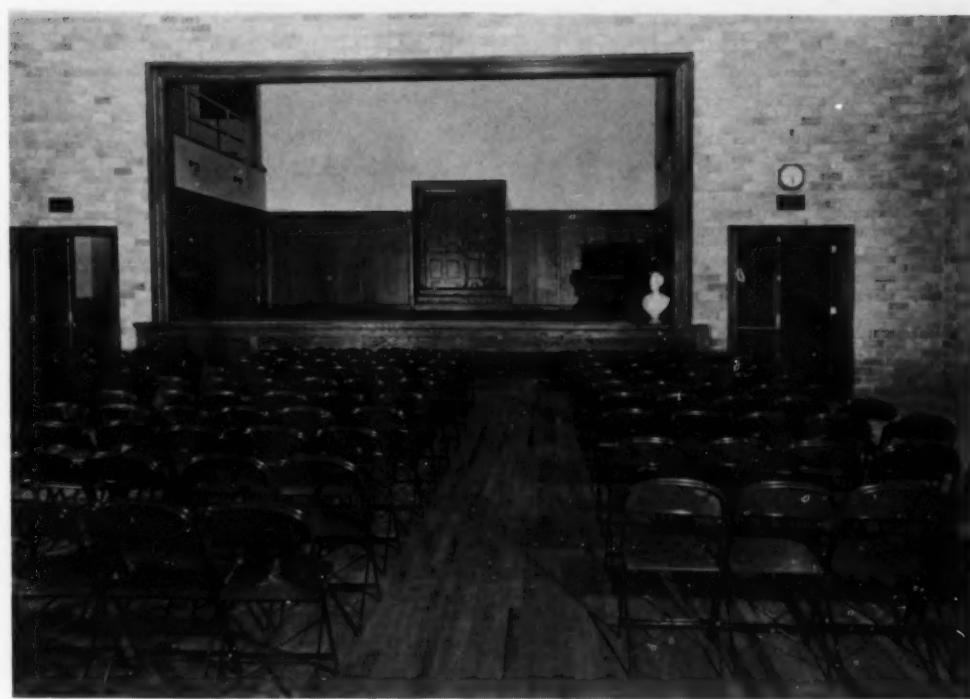
The preliminary considerations for the new school involved a complete study of the financial situation and of the population. It was hard to make the citizens realize that with PWA help, it would be possible to finance the new building and conduct a far better school without an increase in taxation. As soon as the people understood the matter, popular support was given the project. The school budget for 1937 is no higher than the budgets of earlier years. It includes an amount sufficient to pay the interest on the bonds and to retire \$2,000 of the debt.

In anticipation of the acceptance of its program, the building committee appointed by the school board employed Architects Huddleston and Hersey, of Durham, and visited a number of buildings which had been erected within the past ten years. The final plans were adopted after the state department of education had passed them favorably from the educational, safety, and economy standpoints.

The building is located toward the front of a three-acre lot which is centrally located and surrounded by secondary streets away from traffic. A community playground — a minute's walk from the school — supplies space for the organized play.

The arrangement of the building may be understood from a study of the plans and illustrations. The rooms are quite adequate for a junior high school, comprising grades seven, eight, and nine, but the district does not feel able to finance the additional cost and continues to send its four-year high-school students to Dover High School and Berwick Academy.

The office is a commodious room, used by the school nurse, and equipped with shelves and closets to serve as a school library. A classroom opens directly from the office so that the library can be supervised



The auditorium-gymnasium in the Rollinsford School has walls of a soft tan semi-mat tile. The movable seating permits of the use of the room for various play and community activities.

when necessary. Rooms for domestic arts and manual training are provided, and ample play and lunch space are provided in a high, well-lighted, and ventilated basement.

The auditorium, a part of the building, has its main entrance so located that the room may be used for any purpose without disturbing the school in session. It serves as a gymnasium and community center. Its smooth-surfaced, tile walls and rock maple floor will be little injured. The stage is large enough to take care of drills and singing groups and may be used for recitation-room purposes if necessary. A fireproof motion-picture booth is included.

Grade School Building, Rollinsford, New Hampshire
Huddleston and Hersey, Architects, Durham, N. H.

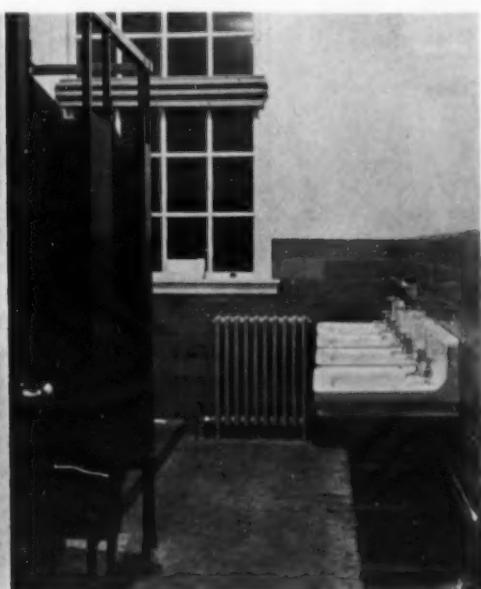
Financial Statement:

Amount Raised by School District.....	\$41,231.14
PWA Grant by Federal Government.....	33,161.00
<hr/>	
Preliminary Expense	\$ 423.21
Lands	2,012.56
Engineering	4,736.55
Legal and Administrative Expenses	589.98
Interest Paid During Construction	1,100.00
Construction Cost Including Equipment	65,475.33
	\$74,337.63
Unexpended Balance	\$ 54.51

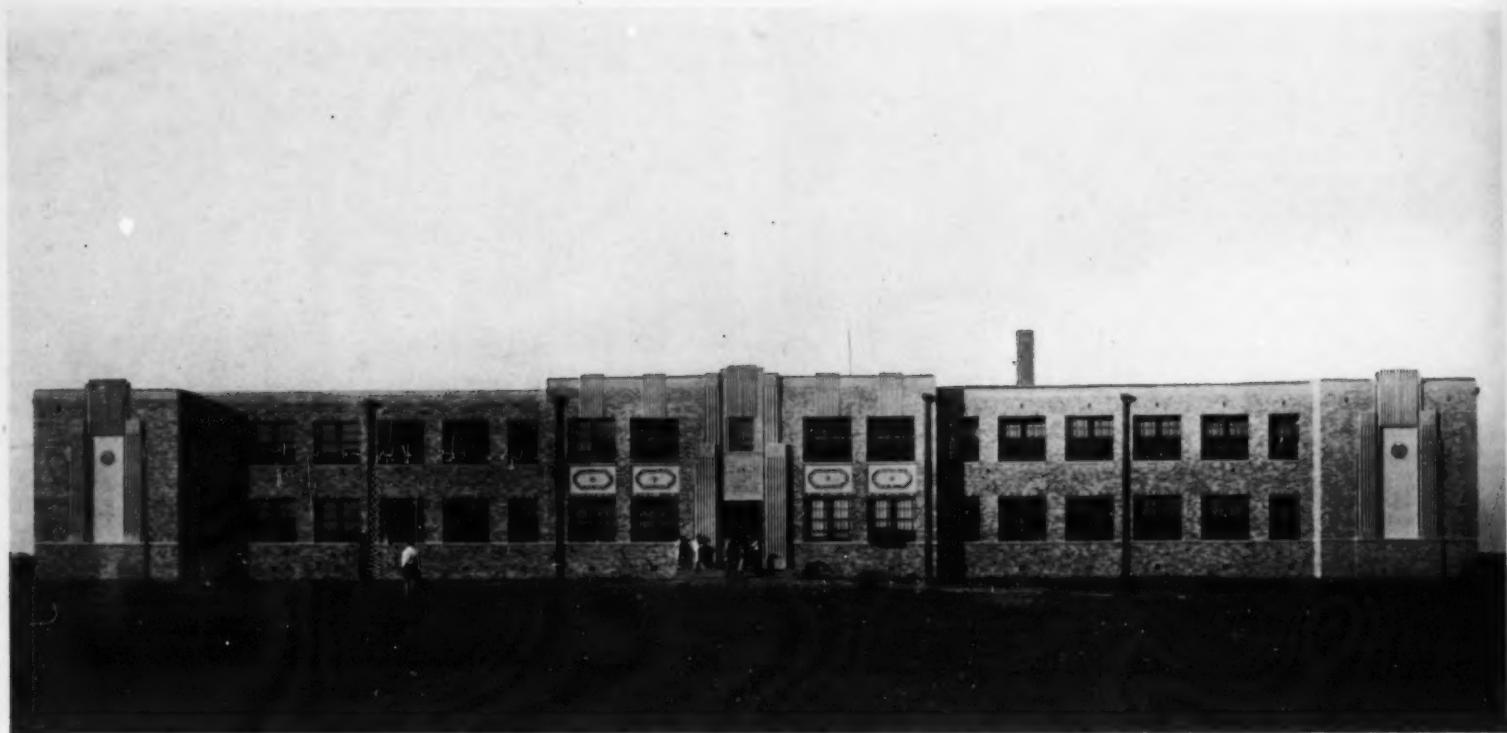
Cost per cubic foot based upon construction cost — \$0.19 1/4.
General Contractor: Camillo Profenno Co., 25 Free St., Portland, Maine.

Outline of Specifications:

Foundation of reinforced concrete.
Exterior walls of terra-cotta tile faced with New Hampshire brick.
Exterior trim of cast stone and wood.
Roof covering of slate with metal flashings.
Frame of steel-beam construction supported by lally columns.
Structural floor of reinforced concrete.
Interior partitions of terra-cotta tile and gypsum block.
All corridors and stair halls have dadoes of glazed tile with plaster above.
Ceilings in general are of acoustical material.
Walls in general of plaster or smooth-faced tile.
Walls of auditorium of smooth-faced tile.
Stairs of steel construction and reinforced concrete with alundum and concrete treads.
Toilet dado and floor, tile.
Finished floors in general of asphalt tile. Auditorium floor of rock maple.
Toilet partitions of metal.
Interior finish hard pine stained.
Blackboards of natural slate with cork display boards at top and sides.
All finished hardware bronze.
Plumbing of the latest type with recessed drinking fountains at all levels.
Interior and exterior electric-bell system.
Modern lighting and electric system. Electric-clock system.
Provision for motion-picture booth in auditorium.
Heating by vacuum-vapor system with all rooms connected to ventilation system.



A view in the corridor and a typical toilet room in the Grade School, Rollinsford, New Hampshire.



General Exterior View, High School, Yoakum, Texas.—Will N. Noonan, Architect, San Antonio-Corpus Christi, Texas.

Vocational Courses Built Into a High-School Building

George P. Barron¹

Build the schools to fit the needs of all the children—make first things first. The foregoing has appeared at the head of the stationery of the Yoakum, Texas, public schools for the past five years. Until recently, however, too little had been done to carry out the educational principles set forth in the slogan. Five years ago, the Yoakum high-school course of study was little different from that found in nine tenths of the small cities of Texas, consisting of the typical subjects required for entrance to the higher institutions of learning of the state, i.e., four years of English, three or four in mathematics, a smattering of science, six units of foreign languages, three or four in history, and a few other of the traditional subjects which a student might elect. All students were shaped by the same mold regardless.

A new curtain was drawn up on the educational horizon of this South Texas city in September of this year, when the new high-school building was opened to receive students. The traditional subjects of the school curriculum were dethroned in a measure, and the practical subjects became of major or at least equal importance. Subjects which function in the lives of the students and of adults became required elements of the curriculum, while some of the time-worn traditional subjects were relegated to the lowly position of electives. All of this has been made possible

through the school building and equipment which was provided through the joint efforts of the taxpayers of Yoakum and the Public Works Administration. A modern building, designed for the purpose of serving the needs of all the children and

making *first things first*, will serve a long-felt need in Yoakum and will be an example for all the schools of Texas' small cities.

Yoakum's new high-school building consists of thirty instructional rooms, a num-



A class in dramatics in action. The English room in the Yoakum High School has a stage on which dramatics are frequently employed as class projects.

¹Superintendent of Schools, Yoakum, Tex.



The domestic science laboratory offers complete courses in home cooking.



A corner in the leathercraft room. The courses in leathercraft afford an opportunity for practice in the older craft as well as the newer manufacturing methods of ornamenting and assembling articles made of leather.

ber of service rooms, and an auditorium with a capacity of 926. Out of the thirty rooms for teaching purposes, only five are of the conventional classroom type. All of the others form a part of the laboratories and workshops which carry out the slogan of the administration, "Build the schools to fit the needs of all the children. Make first things first."

Depression days have brought forth an educational lesson which the Yoakum school authorities are making use of in shaping the course of study. Few skilled workmen in this city have been out of employment, except for a short time during the darkest days of the depression, while it is quite noticeable that the relief rolls are crowded, even now, with the unskilled and white-collar people who are ready talkers and writers, yet ignorant of a gainful occupation. So, in shaping the course of study in the Yoakum high school in the future, every effort is being made to give the boys and girls courses that will develop a degree of skill in some gainful occupation as an equal objective with the

traditional subjects. Then, as you can see, if some awaken in the future to a realization that their chance to be heroes of the white-collar world are rather dim and that feeding the wife and kiddies is a paramount problem, they will not be devoid of all information essential to earning a living as a skilled craftsman.

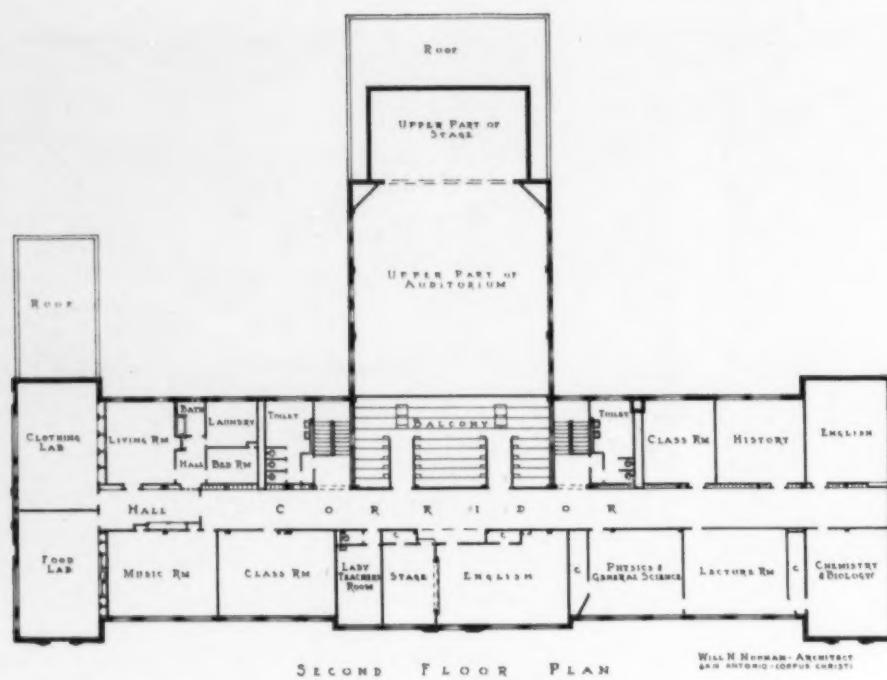
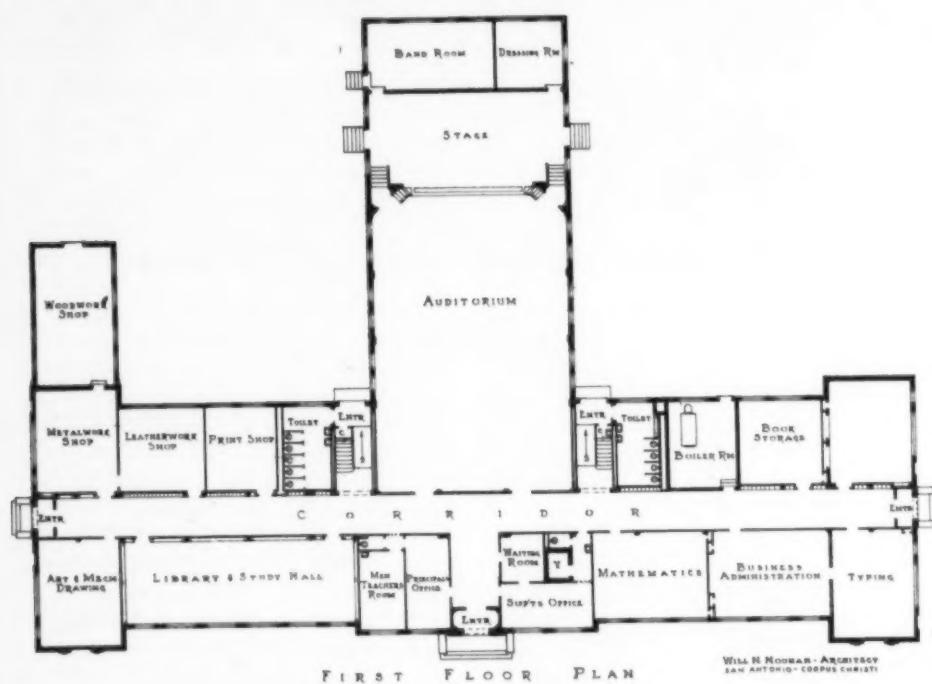
First and foremost among the practical subjects offered is a course in general leatherwork. The largest tanning and leather manufacturing plant in the Southwest is located in the city and offers an unusual opportunity for employment for those who have skill in the leather crafts. Expansion of the business is dependent upon an increase in skilled workmen. We hope to help solve that problem and give graduates, unable to take academic courses, an opportunity for permanent, gainful employment within our city, while those with natural endowment may use the information gained in the leather-crafts class as they may rise to ownership or management of some phase of the production and distribution of leather products. There has

always been a shortage of workmen in the leather industry. Since ours is the only course offered in Texas, and possibly in the United States, we expect our boys and girls in this department to have no difficulty in getting satisfactory employment.

Next in importance is a general builder's course offered in the junior and senior years. There has been a shortage of skilled workmen in the building trades in Texas for many years, and as the state faces the largest expansion program which she has known, the demand for skilled workmen as builders will be felt. Aside from the opportunity which awaits men in the building line, there is a commercial advantage for men in these trades even during the dark days of depression, and that is the opportunity to build a home or renovate it, and keep busy when others cry helplessly for a roof to cover their heads or see their homes go to ruin for lack of skilled labor. So we expect the boys who complete this course to become good friends of themselves even in depression days. Furthermore, those who aspire and attain success along other lines



Left: a view of the superintendent's office. Students of the commercial course are given an opportunity to apply the knowledge and skills learned in the office practice classes. Middle: the classroom of the commercial department has a glazed partition shutting off the typewriting practice room from the main office practice room. Right: a corner in the woodworking shop, which is completely equipped with power as well as hand tools.

WILL H. NORMAN - ARCHITECT
SAN ANTONIO - CORPUS CHRISTIWILL H. NORMAN - ARCHITECT
SAN ANTONIO - CORPUS CHRISTI

will find a source of satisfaction and recreation in using avocationally their knowledge gained in carpentry and other shop classes.

The department of home economics is complete in every detail. In addition to the foods and clothing laboratories, storage facilities, and latest furniture, we have a complete housekeeping-practice apartment. Our girls are required to have two years of home economics for graduation. Interest in this department has been quite marked.

A thoroughly practical commercial department has been provided in the new building. All furniture and business machines needed for a complete course along commercial lines have been installed. Our commercial department edits and prints the student publication and official organ of the school system.

A soundproof music room, suitable for broadcasting purposes, a dramatics room

equipped with a modern stage, an auditorium with a seating capacity of 926, are other features of the new building that lend themselves to the modern educational program which we are providing for our children.

Outstanding among the features of equipment is a sound system. Each room is connected to the central unit and speakers of the talk-back type are provided for communication with each or all of the rooms. Thus, we can turn any radio program to any or all of the rooms, make announcements to any or all of the rooms, or listen in on any class at any time during the day.

The school band has complete quarters at the rear of the stage. A special vocational agriculture room is provided for the boys. This department is equipped with necessary equipment for the projects con-

ducted by the classes and the future farmer's work.

Construction and Equipment

Exterior — rough facebrick walls and cast-stone trim. Windows — Truscon steel sash. Ceilings — celotex. Weatherstripping — leather. Floors — classroom, oak; corridor floors and stair treads, concrete; auditorium, cement; toilet rooms, cement. Heating — Keweenaw boilers, gas heated, steam vapor. Program-clock and fire-alarm system — International. Radio and public-address system — R.C.A. Plumbing fixtures — Standard. Toilet and shower partitions — Weiss. Blackboards — slate. Bulletin boards — cork. Lockers — Berger. Wardrobes — Miller. Tablet-arm chairs — American. Auditorium seating — Kuntz. Home economics furniture — Campbell. Shop benches — Sheldon.

A Rural School Building Planned for Growth

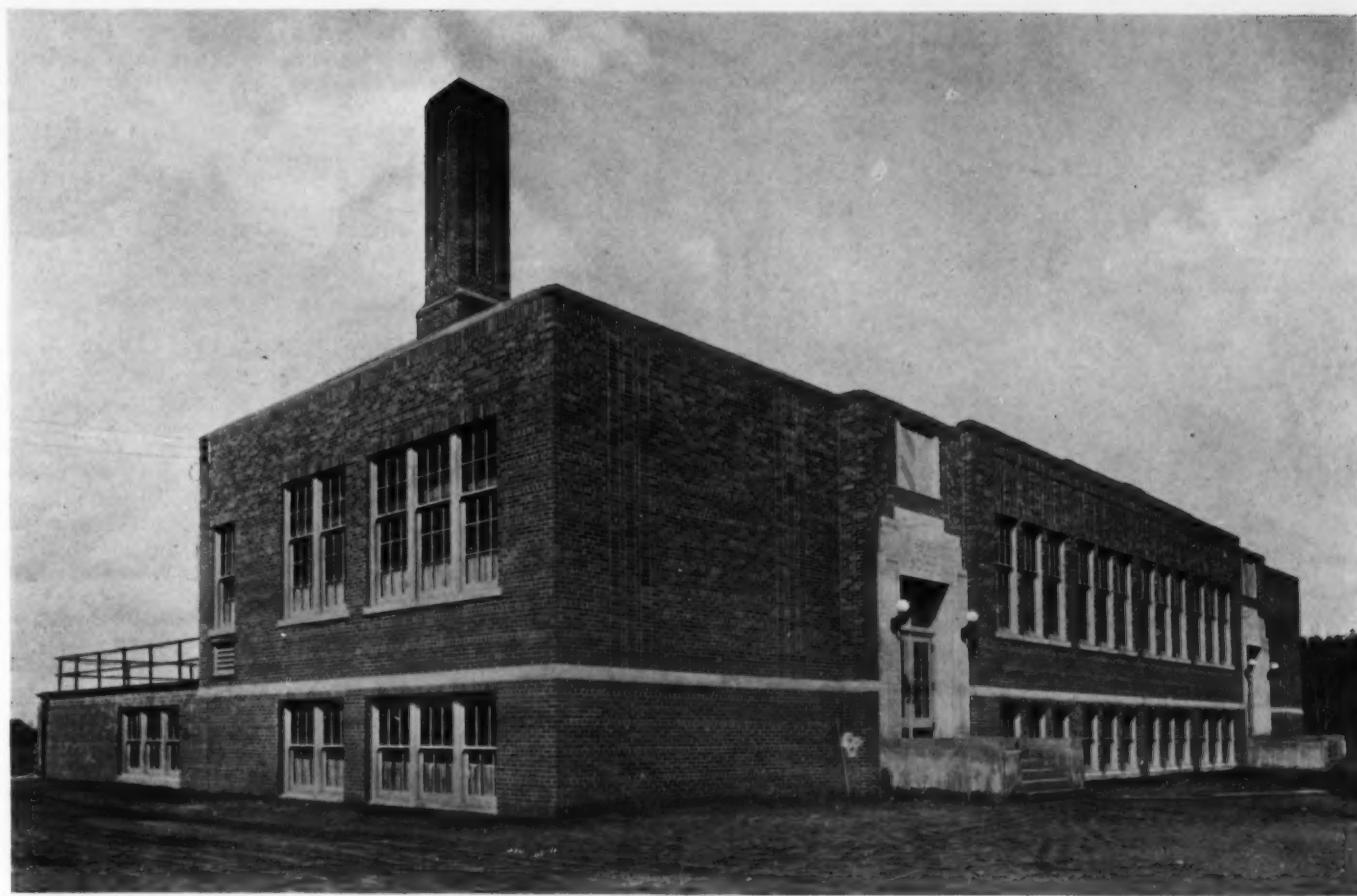
The new schoolhouse at Bruce, Wisconsin, is the first unit — the basement and first floor — of a two-story building, planned to accommodate a complete six-year elementary and a six-year high school.

The need for the building, which had been anticipated as early as 1915, was recognized in the form of a tax levy in 1930, and a fund of \$6,000 was accumulated by 1934. At that time it seemed possible to meet the needs of the district with a building costing \$30,000, and a loan from the state in the amount of \$22,500 was negotiated. A firm of experienced school architects was then employed; the educational program and the school population trends were studied; plans were drawn to meet the immediate needs for high-school space, particularly for assembly, physical-education, and vocational purposes. But the plans as submitted to the board indicated the need for an outlay of \$55,000 — "too great a financial hurdle to be negotiated."

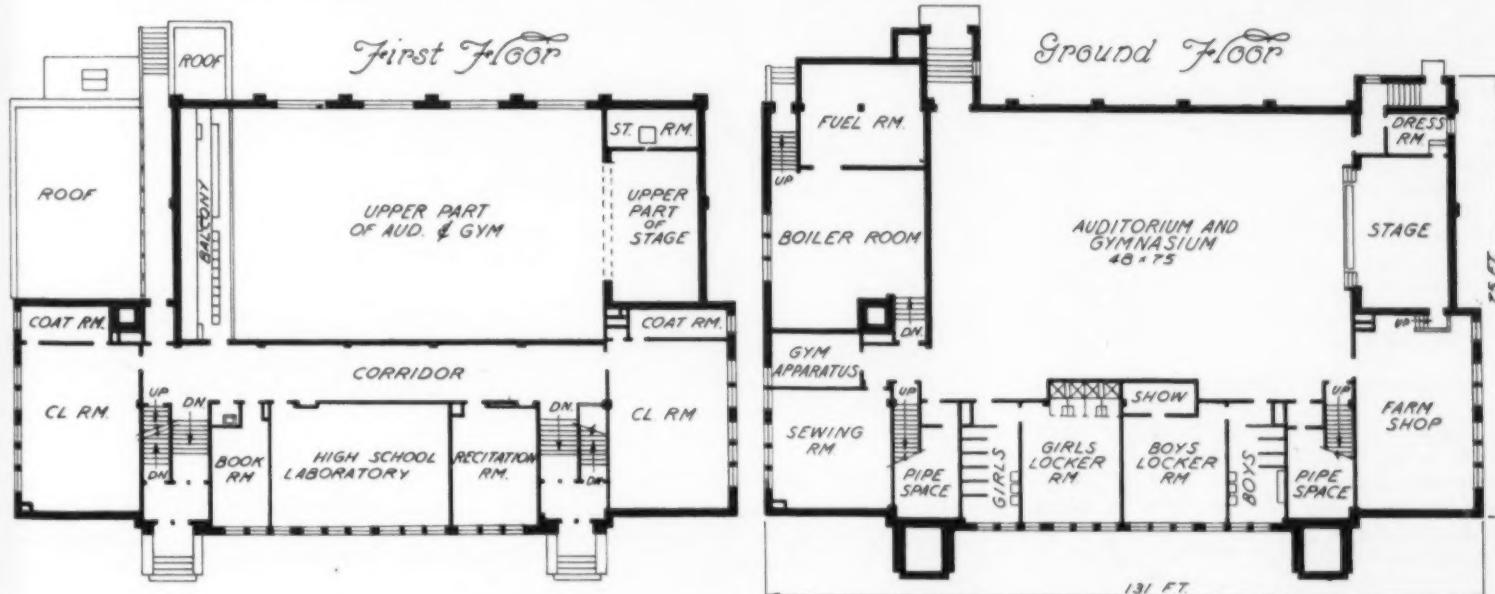
When the prospects for the building seemed least favorable, the first PWA program was announced; an application to the state director was readily accepted and a loan and grant arranged. The contract was let in December, 1935; construction was started in April, 1936, and the class-work began in the building in January, 1937.

The Building

The building is entirely fireproof. Walls back of an old schoolhouse which will be removed when the second story is added. It faces west on a site having a frontage of 448 ft. and a depth of 150 ft. at one end and 300 ft. at the other. The building measures 131 ft. in length and 76 ft. in depth. The largest room is the gymnasium-auditorium which is 77 ft. long and 42



General Exterior View, New High School, Bruce, Wisconsin.—Lang & Raugland, Architects, Minneapolis, Minnesota.



Floor Plans, Bruce School, Bruce, Wisconsin.—Lang & Raugland, Architects, Minneapolis, Minnesota.

ft. wide, exclusive of the stage. The basketball play area is 37 by 65 ft., and the stage is 27 ft. wide and 19 ft. deep. Gymnasium and stage walls are of warm-buff tiles, and the ceilings are acoustic tiles.

The basement has full-length windows above the ground. Entry is had through two front doors and two doors at the back. There are on the floor two classrooms, toilets, showers, and a furnace room. The first floor, which is reached by means of two stairways, contains two standard

classrooms, a commercial department, a library, and a cloakroom.

The building is entirely fireproof. Walls are tile and brick; the floors, ceilings, and supporting columns are reinforced concrete. The classrooms are plastered; the floors are maple; the ceilings are acoustic tile. The ventilation and heating are of the forced-air type with automatic temperature control.

The building cost \$60,399, of which \$24,958 was supplied by a PWA grant.

Construction Details

Exterior walls — brick and bedford stone. Roof — pitch and gravel over concrete.

Windows — projected steel sash in auditorium; wood sash in classrooms.

Walls — hollow tile.

Corridor and toilet floors and stairs — terrazzo.

Classroom and gymnasium floors — maple.

Ceilings in corridors and gymnasium — celotex and nuwood.

Toilet-room walls — Keene's cement.

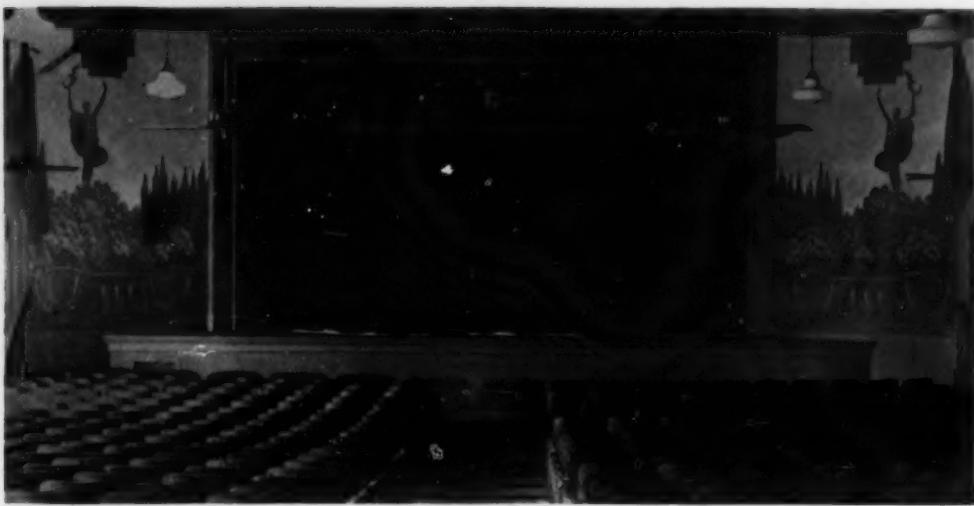
Doors and wood trim — birch.

Furnaces — forced-air type, with fans, humidifiers, and air filters.

Temperature control — Minneapolis-Honeywell, electric.

Toilet and shower partitions — metal washbowls.

Toilets, washbowls, and urinals — chinaware.



C. Stage and front walls of the auditorium. A black and white reproduction can give no idea of the brilliant coloring of the mural paintings and of the cheerful harmony which is produced between the walls and the velvet stage curtain.

Brighter Schools, Brighter Children

Gustave E. Ivan¹

Imagine a world without color. Light gray, dark gray, medium gray, black. Everything in gray or black. How would you like to live in a maddening monotony of grays and black? Do you not prefer this world of the red, yellow, green, and blue? Are you taking full advantage of the fact that the colors of the rainbow are at your disposal? That you could bring them into your school to radiate harmony and cheerfulness?

The age of color has arrived. People are color-alert and color-wise, not only the well-to-do and educated, but also the buyers from mail-order houses. No doubt that many of the latter are parents in the homes from which the majority of your children come.

The 1938 catalogue of a mail-order house, whose name is a byword in every rural household, contains a color guide of 156 different colors from which to choose merchandise. This guide does not even include the color card of paints. Judge for yourself the significance of this.

Not to know one's colors in home decoration is to be sadly out of tune with the times. Do you prefer to make your pupils feel at home in the school? Do you realize that the majority of the schools are reminiscent of morgues, or at best, of jails or of hospitals insofar as color atmosphere is concerned? Do you not prefer a bouquet of fresh gay flowers on your table to one of lank, wilted blossoms? Would you say that the interior of your school echoes the colors of the rainbow or the desolate and ominous grays and tans of prison walls?

"No," you say, "our walls are snow white. There are no dead grays and tans in our school." But do you realize that white is about the rarest thing in nature except for snow, and that snow will blind you if you do not protect yourself? Too much white hurts the eyes; it puts restaurants out of business and hospitals out of patients. In spite of the fact that white reflects illumination more than any color, it is slowly but surely losing ground in interior decoration, and the colors of the

rainbow are taking its place to offer visual and emotional mercy.

Seeing is believing. Experiment with one classroom in your school; have the walls of a room with north exposure painted a primrose

yellow and the woodwork of soft powder blue. Then watch the preference of the children and the teachers for this room.

The days of general indifference to the atmosphere where growing children spend the greater portion of their time are beginning to pass. Today color has again attained a rightful place in interior design. Without boring you with any scientific theories, I ask you only to believe that color is a definite and powerful force, working either for or against us by the manner in which we employ it, that it has a far greater influence than most of us realize.

Color alone can bring life and harmony into a decorative scheme. Do not overlook its psychological value. How many of us stop to analyze our feelings and reactions to colors? Yet modern science tells us that the colors we live with can make us either depressed or happy. It has been proved that all colors cause a physical reaction in the eye. Experiments have shown that certain colors and combinations of colors distress the eye, while others give it rest and therefore pleasure.

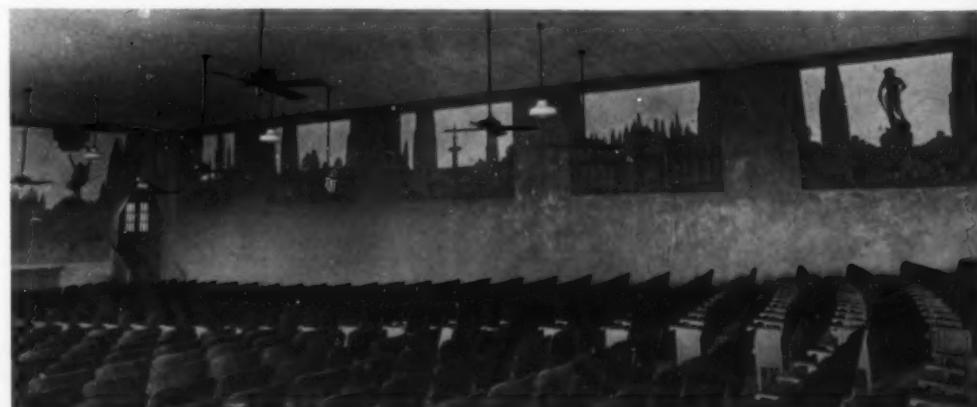
How Color May Improve an Auditorium

And now, may I visit your auditorium? Shall I find there a spirited or a depressing atmosphere? I am always interested in seeing and feeling the atmosphere — or the lack of it — in public meeting places.

An important element in the popularity of the moving-picture theaters and restaurants is the fact that these places make the effort to create a stimulating atmosphere. To investigate the creation of atmosphere for putting people



A. Rear Wall, Leverett's Chapel School, Texas. The illustration gives but a faint idea of the mural painting which is brilliant in color and dignified in drawing.



B. Side Wall, Auditorium, Leverett's Chapel School, Texas. The mural paintings, which are in full color, represent typical parts of an Italian formal garden. The arrangement duplicates that of the windows on the other side of the room.

¹Instructor in Art, Kilgore College, Texas.

into a responsive mood, let us take a peep into some moving-picture studio. In Hollywood, research workers, architects, designers, decorators, and other professional experts may work weeks and spend thousands of dollars for one atmospheric shot which flashes on the screen for five seconds. This effort and money are all spent for an impression lasting but a few moments, because they realize the tremendous importance of atmosphere in getting an idea across to an audience. The schools, that, too, are in the business of getting ideas across, may benefit by studying these methods.

The illustrations on page 48 show the auditorium in a rural high school in the East Texas oil fields, the Leverett's Chapel School, located some 125 miles southeast of Dallas. This school has a weird setting: towering steel derricks and huge oil tanks, glaring flares bursting from tall iron pipes set incongruously among scattered pine, sweet gum, and oak trees.

Through the vision of Superintendent D. M. Walker, of President E. R. Coolidge, and the board members the unpainted, sand-finished walls of the school auditorium have been transformed to create an illusion of a fifteenth-century formal Italian garden.

Picture A represents the rear wall. The door arrangement upsets the architectural balance, and this lack of balance is emphasized in the arrangement of the side walls. Picture B represents the west wall, an unbroken space of 90 ft. in length, with a height varying from 15 to 20 ft. Across the east wall the same space is broken up by five windows. Picture C represents the front wall and the stage. Fortunately this wall is broken up in a symmetrical way.

An Italian garden was chosen for this auditorium because the children of this school live in an uninspiring environment. The atmosphere of a formal garden, with its red azaleas in full bloom against dark-green cypresses, provides a means of escape from the drabness of the everyday surroundings of the district. Change of scenery and environment is a method long accepted by doctors for lifting the spirits of the people.

In studying the problem, it seemed essential to introduce a sense of balance into the room, and to counteract the lopsidedness caused by the one-sided window arrangement. A cardboard model of the auditorium, in $\frac{1}{2}$ -in. scale to a foot, was built and the panels were painted in this model. When it came to the actual painting, the miniature paintings enlarged were from the half-inch squares to one-foot squares on the wall.

The Panels and the Color Scheme

Scenic panels were designed to fit the spaces between the windows of the east side wall. The same size panels were transferred to the west side wall, and opposite each window, a plain color wall space was left the same width as the window. In order to create unity and a sense of rhythm, the succeeding panels carried a continuity of design by repetition of motifs, such as a stone balustrade, flower pots of blooming azaleas and cypress trees.

The second major problem was to devise a color scheme, taking into account the color elements which could not be changed: the mass of seats of a morbid brown, the gray of the celotex ceiling, and the dark blue of the stage curtain.

To counteract the unappetizing brown of the seats, a soft cocoa or cinnamon hue was chosen as the dominating background color of the plain wall spaces, the proscenium arch,

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and the woodwork. To tie the scenic panels to the dark blue stage curtain, a lighter shade of the same blue was used for the sky.

To blend the scenic panels with the gray of the ceiling, the clouds were painted the same gray shade which made the ceiling less obtrusive. It does not appear to be chopped off from the walls as so many ceilings do.

To create a favorable first impression, a bronze statue representing Victory was painted on each side of the stage in symmetrical arrangement. These symbolical figures, in spirited pose, have outstretched arms holding wreaths of oak and laurel, and immediately catch the eyes of all who enter the room.

To create a favorable last impression, the north wall with the exit doors was treated in an unbroken panel. To detract from the lack of balance in door arrangement, a romantic scene of Romeo and Juliet in fifteenth-century costumes was painted on the right side, and the wainscoting was lifted to the same height and width as that of the door on the left.

The procedure of decorating the room emphasizes the fact that color is pure magic. It can make two rooms out of one; it can make a small room large, and a dark room light. It can camouflage furniture which is ugly and beautify and improve furniture which is healthful. Using color is the nearest thing to

waving a magic wand and effecting a complete transformation from pumpkin to gilded coach.

The author's ideas on color have been carried also into the remodeled gymnasium, where the walls have been painted a soft canary yellow with a 7-ft. base of soft violet blue. The window frames and sashes and the beams have been colored in the same blue. Canary yellow, because it naturally suggests sunshine and is essentially happy and cheerful, has a strongly stimulating effect upon athletes. Violet blue blends well with canary yellow, is restful to the eyes of the spectators, and makes it easy to follow the fast movements of players.

Such demonstrations of mood conditions through the use of color are indicative of the invasion of modern art influence into the public institutions of today.

School authorities have many school-plant problems to solve, but sooner or later they will realize that there is a new help for beautifying buildings — color. The tempo of our age is swift. Modern art influence has already invaded industries. Everything is constantly being restyled to express its function, to emphasize its convenience and beauty. The schoolman can no longer afford to overlook art in education.

Library Administration in a Small School

B. J. Fischer*

The administration of any institution for the education of youth must provide means by which the student may become acquainted with himself mentally, physically, and spiritually. There must be constant guidance in his associations with others. His desire to integrate himself, his associates, and his physical environment into one harmonious social order must be cultivated in the educational system.

Education must aid the student to detect problems presented by the ever changing society of which he is a part. He must be carefully guided in methods of logical approach to solutions of such problems. And of great importance is the instruction against becoming satisfied with any single solution, as frequent alterations are necessary to maintain a desirable society in which to live.

Correct reading habits and proper research methods tend to make a person more socially fit. These should be considered by every administrator as problems of such importance that the library becomes one of the essential departments in the educational system. The library under the guidance of the administrative department, should be made the "uniting" element of the school.

In the report² of the Committee on the Orientation of Secondary Education is found the following on the importance of reading:

Adult reading interests augmented during the secondary school period should serve to integrate our people in socially valuable ways. This sort of integration has not proceeded very far. A recent study of the reading habits of communities by Tyler and Waples reports that the average adult reads less than one book a year. . . . Among the more literate portion of the population, however, which commands considerable influence in our national life, books are the most

common source of ideas and of intellectual stimulation. One who has never read nor wished to read what we recognize as adult literature finds it extremely difficult to converse with well read persons, or to attain any common ground of mutual understanding.

Lou L. LaBrant and Frieda M. Heller give much for consideration in the administration of a reading program in the following statement:

The low quality of large numbers of sensational magazines is, however, discouraging when we remember that some millions of their readers have been educated in our public and high schools, not to mention those who have been college trained.³

A recent survey of a newsstand in our community revealed that from a list of 69 different periodicals, 53 were of the sentimental type. Of the remaining, only a few could be rated as average or above average reading.

To prevent the dangers arising in a nonreading public, the Alexandria community has become quite "library minded." Through the efforts of the community council, the board of education created a library board composed of seven citizens. The school library of approximately 2,500 books formed the nucleus of the public library. Since the opening in June, 1935, of the "town division" of the library, the library board has acquired 1,200 books for the division, and has loaned over 7,000 books. This record does not include the books added to the school division of the library or the number of books loaned to adults from the school division. It is with the administration of the school division that this article is concerned.

*Principal, High School, Alexandria, Ohio.

²Hannah Logasa, *The High School Library, Its Function in Education*, p. 5.

³Bulletin of the Department of Secondary School Principals, January, 1937, pp. 32, 33.

⁴"Magazine Reading in an Experimental School," *Library Journal*, March 15, 1936.



The pupil library staff reviewing current literature.

Since the reorganization of the school library in 1928, 5,286 books have been accessioned. At least 50 per cent of this number remain in circulation at present. The board of education spends each year between \$250 and \$300 for books and from \$50 to \$60 for magazines for the use of the school library.

As in most small schools, our faculty is limited to a few instructors teaching well-filled schedules. We have no trained librarian on full-time or even half-time library duty. Consequently much importance is given to student activity in the library service.

The Library Staff

During the school year 1936-1937 the staff was composed of a faculty adviser and 19 students who made application for library service. The student members are chosen according to their scholarship, their ability to meet people, and their willingness to aid fellow students. In general, good school citizens are given the preference.

The following outline of duties explains rather definitely the organization of our staff:

Faculty Adviser

1. Consults with other faculty members on library problems.
2. Guides student members in library service.
3. Has general responsibility for library service.

Chief Librarian

1. Has general supervision of the library.
2. Checks overdue books daily and sees to their return.
3. Has charge of the classification of new books.
4. Acts as chairman of the library staff organization.

Class Librarians

1. Aid teachers in selection of reference books.
2. See that books to be used as references in classes are transported to the classrooms and returned to the library.
3. Keep records of references used on Library Form 6.
4. Meet with classes to which assigned as class librarian.

Period Librarians

1. The morning librarian opens the library one half hour before school convenes.
2. The noon-recess librarian keeps the library open for one half hour at the noon recess.
3. Each librarian is responsible for good order in the library. (It is insisted that discipline al-

ways begins with the librarian herself.)

4. Each librarian has a special supervisory duty.

Typists

1. Type index and withdrawal cards for new books.

2. Do the typing necessary for the publication of the library bulletin.

3. Type the names of new books in the accession book.

4. Do miscellaneous typing for the library.

Book Repairers

1. Check books daily to select those needing repair.

2. Keep books repaired to date to prevent loss of time in book circulation.

3. Supervise instruction in the care of books.

4. Paste pockets and date-due slips in books.

All Librarians

1. Make contributions to the Library Bulletin.

2. Are subject to call for duty at the town division on Tuesdays from 12:00 to 1:00 p.m.

Meetings of the Staff

1. All librarians are required to be present at staff meetings.

2. At least one meeting is held each week.

Special Supervisory Duties

Supervisor of Reading Tables

1. Sees that magazines, daily papers, and bulletins are properly marked and placed on the reading tables.

2. Classifies the above after use on the tables and files for future use.

3. Is responsible for the care of the reading tables.

Editor of the Library Bulletin

1. Is responsible for the editing of the Library Bulletin each month and the distribution to the students before the tenth of the month.

Supervisor of Proper Use of Library

1. Has charge of educating students in the proper use of the library.

Supervisor of Bulletin Boards

1. Posts notices of new books.

2. Selects and posts clippings.

3. Classifies and files all clippings taken from the bulletin boards if valuable for future use.

Supervisor of Special Reading

1. Selects and places on a special reading table interesting readings which can be quickly read.

2. Posts notices of these readings. Files these notices in the library after use on the bulletin board.

3. Selects and advertises reading for special weeks.

Credit for Library Service

1. The chief librarian receives one fourth unit of high-school credit for each year and his name is placed on the library trophy.

2. All other librarians receive one fourth unit of high-school credit for each year of library service.

3. Each may earn another fourth unit by reviewing three articles each week and preparing reference cards for the research file.

Staff Training

Staff training is one of the most important parts of our library work. The library is not opened the first week of school, during which time the student staff members are instructed in library technique and encouraged to become acquainted with as much material as possible. Interest in the library by the students depends much on the quality of service rendered them when they come to the library.

Each member receives special instruction in his or her special duty. Much attention is given to the instruction of the Chief Librarian in the classification of books. To aid in this instruction, *A. L. A. catalogs*, the *Wilson catalogs*, and the *Dewey Abridged Decimal Classification* are used as references.

Books are of value in proportion to the amount and the kind of use students make of them; use depends on the arrangement and care of the books. It is for this reason that book repairers have an important place on the staff. Their instruction has been principally in minor book repairing as we aim to repair damaged books before the defects become great. Students are encouraged to report even the minor damages in books. *Bookbinding Made Easy* by L. M. Klinefelter has been a beneficial reference in this work.

Further training of the student staff consists of instruction in the "sampling" of books and articles, the selection of reference material, and trips. Each Monday the staff holds a conference. During the year the staff visited the Columbus, Ohio, Museum of Fine Arts, the Archaeological Museum at Ohio State University, and the libraries at Columbus West High School and Ohio State University Experimental School. At another time some of the members attended a library conference at Denison University.

Our librarians have received a great amount of inspiration from a "County School Library Conference" held at the Alexandria School, February 8. This conference, the first in the county, was planned by the staff, assisted by the county superintendent of schools. Six schools were represented by students, teachers, and principals.

The Class Librarian

The class librarian is a regularly enrolled student in the class for which he acts as librarian. He is a member of the library staff with the special duty of promoting the library among his classmates. He acts as agent of research for his class, selecting references and reserving them for class use. He is the link between library and teacher, bringing to the library the needs of the teacher and returning material needed for instruction. Suggestions from staff members are taken to the teacher by him, thus making co-operation of different classes possible.

Benefits from the class librarian plan are many as seen in our school. The class librarian aids students. Suggestions from him are not formal assignments by the teacher who is "getting paid to keep the student busy." The active class librarian is able to discover the problems of his fellow students, in many cases, where the instructor fails. In addition the class librarian receives much experience in research and a broad viewpoint of his own studies.

The Library Bulletin

A project receiving attention in our library is the Library Bulletin published by the staff. This monthly bulletin is intended for grades six to twelve inclusive, and in it are found book criticisms by students, announcements of new books, thought-provoking questions, quotations, and articles conducive to interest in the library. The publication is dominated by the students. The student book criticisms in it, which are made on a special library form, aid other students in book selection. The following questions are answered on this library form:

If your interest was held throughout the book, give the reason.

What induced you to read this book?

What is your general impression of the book? Explain.

What part was of special interest to you? Why?

To whom would you recommend this book?

Why?

What other books, read by you, are similar to this book?

What benefits have you derived, or do you expect to derive from this book?

Write a brief character sketch, or a brief description of some interesting or important part of the book.

Would you care to read this book again? Explain.

The bulletin stimulates students to exercise great care in writing. In print errors become prominent and faulty sentence structure is easily detected. The student realizes that his English critics are not only his instructor, but also, his fellow students. Book reports are no longer mere routine to meet class requirements, but are guides to others in the selection of reading material.

Guidance Through the Library

Soon after the opening of school last September each student was asked to answer the questions on a "student-interests" form. They were assured that the information would be used for better library service; answers would not endanger anyone's standing. The replies received have formed a basis for much guidance through the library:

What do you like to do in your leisure time: (a) in school? (b) out of school?

If you have a hobby, what is it?

What newspapers do you read regularly?

What kind of news interests you? Why?

What magazines do you read regularly?

What is the nature of the magazine articles which you like?

Why do you prefer these articles?

Give the name of an article which you would recommend to a friend.

What is the nature of the books you prefer to read?

About how many books have you read in the last year: (a) fiction? (b) nonfiction?

Give a brief description of the type of characters which you like in your reading.

What occupation, trade, or business do you think you would like to enter?

What books, magazines, or newspapers would you like to have in the library?

This survey of student interests revealed that 57 different magazines, some good, some not so good, were read regularly by the members of the student body. The freshmen were the greatest readers of books. The annual number of books read per student was eighteen works of fiction and five nonfiction. Office training was the leading choice of occupations; farming was a close second. For the twenty-three vocations listed by the students, some information has gone out, directly or indirectly, to the individual interested.

Students have come to know the library as a place for service, not merely a collection of books. Freedom to browse among the books has helped cultivate the library habit.

An outstanding annual convention of the New York State School Boards Association was held at Syracuse on October 24 to 26. Under the leadership of Dr. Clyde B. Moore, scholarly president of the Association, a top-notch program was developed with the helpful assistance of the Executive Committee and their energetic executive secretary, W. A. Clifford.

At the five o'clock Assembly, on October 24, in the ballroom of the Hotel Syracuse,

recently inaugurated president of Cornell University, on the subject, "Higher Education and the Public Schools." In a consideration of the duties of public schools and institutions of higher learning, Dr. Day said: "During the grades and high school, pupils should learn the values of democratic society. It is the part of the public school to imbue in them a sense of loyalty to the democratic tradition and develop in them an ardent admiration of democracy."

In discussing the development of the habit of work, Dr. Day spoke of the importance of spurring the ambitions of young people, but warned that their ambitions should be directed to a field in which they are capable of realization by the individual. He said: "Not every American boy has the inherent abilities to reach the White House, and not all youth should attempt higher education. They should be made aware of that fact in the schools."

Other speakers on the Monday program were Russell M. L. Carson, president of the Glens Falls board of education and chairman of the Insurance and Bonding Problems Committee of the School Boards Association, who talked on insurance responsibilities of school trustees as prescribed by the Education Law; Dr. Herbert J. Stack of Teachers College, Columbia University and director of the Education Division of the National Conservation Bureau, who proposed in an illustrated address "A Safety Education Program for the Public Schools"; Mr. S. Howard Evans of New York City, formerly of Syracuse, who is chairman of a special committee (of the National Municipal League) on New York State Constitution, discussed the educational issues involved in the New York State Constitutional Convention that will convene the first Tuesday in April, 1938.

Following the business session, Dr. Alfred D. Simpson, assistant commissioner for Finance, State Education Department, gave his interpretation of the new regulations adopted by the Board of Regents with respect to financial accounting. These regulations require all boards of education, except city boards, to have three separate accounting officers, minute book, distribution ledger, short-term note register, filing equipment for preservation of records, cash book, bond for collector and treasurer, prenumbered three-signature voucher checks in triplicate, also triplicate order forms.

There were three group conferences during Monday afternoon. The *City Group* heard the Honorable Guy W. Cheney, school trustee of the city of Corning, and a member of the education committee of the New York State Assembly, discuss "Recent Educational Legislation." His remarks concerned chiefly such subjects as teacher tenure, teacher liability, school bonds, teacher's and superintendent's contract for more than one year, school attendance during an epidemic, etc.; Alexander W. Miller, superintendent of the Glens Falls schools, gave a very interesting discussion of the "Responsibility of the State Education Department, the Board of Education, and the Superintendent of Schools for the Education of All the Children"; Dr. W. W. Ankenbrand, formerly of Rockford, Ill., now superintendent of schools at Yonkers, N. Y., presented an

(Concluded on page 68)



*Judge William H. Golding
Cobleskill, New York,
President, New York State School Boards
Association*

the Syracuse University Chapel Choir of eighty voices rendered a musical program that preceded a stimulating address by Dr. William H. Powers, Dean of Hendricks Chapel, Syracuse University, on the subject "Community Co-operation in Education." The increasing interest was indicated by the fact that the attendance at this Sunday afternoon program was double that of last year.

Dr. Powers said that three characteristics are attributed to the completely educated man:

1. Possessing the sum total of human knowledge.
2. Having the intellectual and moral capacity to perceive its full significance.
3. Being completely and expertly competent to apply this knowledge.

Dean Powers denounced the type of examinations given to school students by saying: "While I have no sympathy with a student who is deliberately dishonest, I must confess that I deplore a system of examinations which viciously hurls Chinese puzzles and catch questions at frightened students and that is still a slave to an artificial system of grading which tempts the student . . . to 'get by' . . . rather than quench his thirst for knowledge."

At the morning session on Monday, October 25, about 1,200 representatives of school boards throughout the state heard a forward-looking address by Dr. Edmund Ezra Day,

THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

Selecting a School-Business Manager

THE selection of the school personnel is one of the more important duties of a board of education. While established procedures are followed in selecting teachers and exceptional scrutiny is employed in choosing a superintendent or principal, no well-balanced formulation of principles has been written which may serve as a guide in the choice of a business manager.

In a large, midwestern city, the position of school-business manager became vacant in October. When the board began to consider the problem of a successor it was once more reminded that the office of business manager is a mighty important one and that great care must be exercised in finding the right man.

To say that any man of pleasing personality, of some practical experience in business, and possessed of general educational qualifications, can fill the position is quite insufficient. The problem goes deeper. When the duties and responsibilities of the business manager are fully weighed and measured, there must be leadership, a capacity for handling large affairs, and a deep appreciation of the place of education in a democracy.

Primarily, the business manager must be regarded as an executive who knows how to suggest, devise, and initiate school-business departures which not only make for efficiency but for economy as well. He must be versed in the theory and practice of public finance and accounting, know something about engineering and construction problems on the whole, and possess a working familiarity with the business aspects of school administration.

True efficiency in school-business administration means far more than reasonable competency in public finance and accounting, in school-plant operation and maintenance, in the selection and purchase of equipment and supplies. The truly successful school-business executive must have ability in devising progressive policies which will pass the test of legality, of social value, and of public interest. He must be able to fit into an executive niche between the superintendent as the chief executive officer and educational expert of the schools, and the lay board of education as the legal representatives of the community. The business affairs of a school system cannot be judged by the narrow test of profit but rather by the efficient contributions which are made to the instructional program, to the educational welfare of the children.

A civil service examination may establish the personal competency of a candidate, his general educational qualifications, and his knowledge of essential principles and practices in commerce, trade, and industry. It may also bring out his technical knowledge in the field of building construction, mechanical equipment, and maintenance. But the intangible something that gives assurance of genuine competency is best revealed in the character of the man, in a knowledge of his previous record, in his personality, his age and health, and in his general capacity for growth. The appointing body must satisfy itself as to his tact, skill, and judgment in dealing with others and in realizing all of the possibilities of his office.

The "Rubber Stamp" in School Administration

A MEMBER of the board of education of a midwest city, who disagreed with his associates on the list of appointments submitted by the superintendent, declared in a burst of anger, that he would refuse to become a "rubber stamp" for the school executive or anybody else.

Those in intimate touch with school affairs will admit that they have heard the charge of "rubber stamp" before. It carries with it the implication that the school board is called upon to approve the acts of the superintendent whether right or wrong. When employed by an irritated board member, who finds himself in the minority and feels called upon to voice his opposition, the cry may be a mere catch phrase and may readily mislead the public. But there may be situations where the charge is justified. The superintendent may take too much for granted as to his own province and authority, exclude the board member from his confidence, and in fact treat him as a mere supernumerary. These things have happened.

The differences which arise between board members and superintendents in professional matters like the appointment of a teaching staff, the selection of books and equipment, and changes in school organization, can be traced to conceptions of the scope and function of their offices held respectively by the board member and the superintendent. As a rule the board member wants to regain some of the authority which experience has repeatedly and universally shown must be delegated to the superintendent. There is no gainsaying the necessity of placing the initiative in the choice and assignment of teachers, the organization of classes, and the selection of teaching materials and methods in professional hands. The final approval or disapproval—the last word as it were—lies in the board.

If it can be shown that the superintendent exercises poor judgment or is grossly in error, his recommendations must be turned down. If he repeatedly lacks judgment in educational matters, he is unfitted for his job, and should be retired. On the other hand, the board member who questions the superintendent's judgment in a purely professional problem is exposed to the charges of arrogating to himself a superior knowledge and judgment which he clearly lacks. Experience has taught that professional labors must be left to professional men. At the same time, they can and must be held responsible for results.

The personality, tact, skill, and judgment of the superintendent will do much to allay an unreasonable attitude on the part of a board member. The man who assumes an untenable position usually stands alone and will yield when he discovers that his associates cannot support him. On the other hand, the superintendent may not always be right in his contention. A courageous board member will not hesitate to differ with him and to point out his error. A frank but courteous attitude only will make for that unity and co-operation which must characterize every well-managed school system.

Social Security for School Employees

THE request to bring all school employees under some form of retirement compensation has been heard in several states and from influential groups. No doubt this is due to the general movement for greater social security. In the school

field great progress has been made in affording protection to the teaching profession through the retirement systems. But the nonteaching employees of a school system are still among the unprotected.

Those who have concerned themselves with the subject have discovered that the protection sought cannot be exactly patterned to the commonly accepted teachers' retirement acts. One of the difficulties arises out of the variations in the terms of service. A teacher may enter her profession at the age of twenty and serve until she has reached the age of sixty. Here a retirement compensation may readily be based upon a recognized term of service.

On the other hand, an engineer or janitor may enter as an employee of the school system at the age of forty or fifty and thus complete a shorter term of service. Mr. J. M. Clifford, secretary of the Michigan Teachers' Retirement Fund Board, in a recent study, finds that the median age of janitors applied to a group of 525 men in that state, is 54.04 years, while that of the teachers is 31.5 years. Of the number of janitors, 174 were sixty years of age, and only 23 have been in the service twenty-five years or more. The larger number have been employed in the schools less than twelve years. The median service is fixed at 8.73 years.

Those employed in a clerical capacity may have entered such employment while in their teens. They may have remained for a few years and then accepted employment with some commercial or industrial enterprise. A newspaper reporter may have become a school-board secretary at the age of twenty-five or thirty. The business manager must have had previous experience which may have covered many years. Thus, the entrances and exits in the nonteaching jobs do not imply uniformity of tenure in any measurable degree.

Mr. Clifford believes that "the problem of providing pensions for janitors, clerks, and other nonteaching school employees is one which must be met by school boards in the near future." In making this statement, he admits, however, that the question will require careful study in order that all the equities involved may be observed.

There is reason to believe that if all nonteaching school employees were assured a pension at sixty or sixty-five let us say, upon a continuous service expressed in a term of years, a greater number would be attracted to such employment. Besides, the assurance of a retirement compensation would have a stabilizing influence upon those employed in the nonteaching occupations of a school system. It would prove a long step toward dignifying the nonprofessional worker of a school system into a recognized career service.

Unethical School-Supply Salesmen

THE schools of the United States bear important relations to the commercial world. The annual purchase of supplies and equipment runs into enormous figures. The genius of invention and mechanical skill have rendered a distinctive service in making the process of education more efficient. While the contacts of school authorities with the commercial interests have in the main been satisfactory, some complaints are occasionally heard.

During the period when the schools purchase their supplies for the year, incidents come to notice which indicate that here

and there salesmen engage in questionable practices. They incline to misrepresentation, attempt to sell inferior articles for a high price, etc., with the result that eventually the buyer becomes resentful.

The trouble generally arises where some high-power traveler of unknown origin and connections, comes along with a new article and makes the claim that it is superior to any similar article in the market, and is sold at a lower price. Or else that some article in the schools has been sold elsewhere at a lower price. Usually items in janitors' supplies are among those likely to come under dispute. Excessive claims are made for cleaning and polishing materials, disinfectants, floor oils, and the like, which finally are not realized. Then, too, it has developed that deception is practiced in the quality and price of paper, brushes, chemicals, fuel, etc.

The experienced business manager or purchasing agent of a school system is usually sufficiently familiar with the items that go into his list of supplies to combat misrepresentation and insure satisfactory quality and prices. Besides, he knows the men and firms he deals with. New enterprises and new products are carefully scrutinized. No high-power salesman can stampede him.

The suggestion has been made that some public agency be established — local, state, or national — to place an official stamp of approval as to quality and price on all satisfactory brands of supplies and equipment. This would require laboratory equipment in order to subject various products to a chemical analysis or mechanical test. Such an agency would counteract the activities of the unethical salesman. The expediency, however, of such an innovation on a state-wide or national scale, may be questioned. The lapses, it would seem, are not numerous enough to warrant the establishment of an official corrective agency.

One remedy might be found in the introduction of the central buying plan for rural and village schools. But this plan is not likely to become popular, since it runs counter to individual initiative and the exercise of that choice and preference of supplies which every school district desires for itself. The larger school system would not find the plan expedient. They are equipped to meet every emergency likely to arise.

The final reasoning must be that in the selection and purchase of supplies and equipment, the buyer must satisfy himself that the seller is responsible and able to carry out every promise. Ordinary caution and care ought to suffice. A reputable manufacturer and distributor will never have an unsatisfied customer. The school purchasing agent as such must be on the alert, know what he needs and wants, and get it at the right price. He is the real factor in the purchase of supplies and equipment.

A Schoolroom Goes Modern

MEMBERS of the board of education of Elgin, Illinois, objected to what they deemed the depressing effect of blackboards in the classroom. Why not "white blackboards?"

President Paul F. Born has announced the opening of an experimental classroom whose walls are constructed of a new type of material on which black chalk may be used instead of white. In the past green blackboards have been used and discarded again. School officials will watch with interest the Elgin experiment with "white blackboards."

What Becomes of High-School Graduates?

William L. Howard¹

The success of high-school graduates, the end-product of the schools, is a matter of great importance to everyone who has any connection with the schools. The future trends in curriculum, methods, supervisory and administrative procedures should be based on the information obtained from past and present experiences. Unfortunately there are few follow-up studies of pupil and employment conditions, a situation which results in a serious deficiency in this essential information.

School administrators have been particularly lax in the follow-up of graduates. No other "big business" would think of putting a product on the market without an extensive servicing program designed to extend over a period of several years. It is through this servicing program that opportunities for replacement become evident. It is by means of research that new products can be made more effective.

In the first place every school should have some agency responsible for the placement of its graduates in positions for which they are best suited. This involves a close relation between the school and the community. Those responsible for placement must keep in constant touch with all agencies which may later employ their graduates. At the same time close touch must be maintained with colleges and the opportunities afforded by each of those institutions.

The Story of a Placement Office

In order to provide such an agency a placement service was established in the Logansport High School in 1935. Its growth in function indicates the need for such a service. According to the plan now in operation the employer who has a vacancy calls, writes, or talks with the placement official, who also serves as guidance director. The employer gives such information as type of work, number of hours, qualifications needed, initial pay, and the opportunities for advancement.

The placement official studies the occupational, educational, and personal data regarding graduates and selects three prospective employees from those who are available. He then calls or sends cards to these people giving them such information as name of firm, type of work, initial pay, and time for employment interview. He also sends to the employer a confidential summary of the educational record and personality rating of each person applying for the job. The employer is expected to report back to the school regarding his selection.

Some indication of the reception of the plan is given by the fact that there were 126 placements made during the last year. A total of 73 members of the 1936 class, or about 35 per cent were placed in this way. Fifteen members of the 1935 class, five from the 1934 class, one from the 1933 class, and two from the 1932 class have received assistance. There were also 52 placements during the summer vacation period. The initial pay in these 126 jobs ranged from \$7 to \$20 per week and the median was \$12, which is about the starting

Course and Sex	One Year After Graduation												Total	
	College	Industrial	Commercial	Stores	Auto Service	Railroad	Post Graduate	Out of City	Unemployed	Enplanated	Married	Miscellaneous		
College Prep. - Boys	15	6	0	4	1	1	2	0	1	0	5	0	25	
College Prep. - Girls	14	5	3	3	0	0	0	1	0	4	3	1	34	
Industrial Arts - Boys	0	10	0	5	1	0	0	3	3	0	0	5	1	28
Accounting - Boys	0	3	0	0	0	0	0	2	1	0	0	0	0	6
General - Boys	8	16	0	3	1	2	1	3	2	0	0	3	0	33
General - Girls	3	5	3	5	0	0	0	1	3	1	1	2	0	24
Secretarial - Girls	6	4	10	7	0	0	0	0	1	0	3	3	0	34
Home Economics - Girls	1	4	1	2	0	0	0	1	1	0	2	1	0	13
Total	29	51	27	29	2	3	2	10	12	3	10	22	8	205

Course and Sex	Two Years After Graduation												Total
	College	Industrial	Commercial	Stores	Auto Service	Railroad	Post Graduate	Out of City	Unemployed	Enplanated	Married	Miscellaneous	
College Prep. - Boys	20	0	0	11	1	1	0	0	1	0	6	0	56
College Prep. - Girls	25	4	4	6	0	0	1	1	0	0	4	5	58
Industrial Arts - Boys	0	10	0	0	0	0	0	2	0	0	2	0	14
Accounting - Boys	0	0	2	0	0	0	0	0	0	0	0	0	2
Accounting - Girls	0	0	0	0	0	0	0	0	0	2	0	1	3
General - Boys	5	8	0	5	6	2	0	2	3	0	3	8	40
General - Girls	2	5	3	2	0	0	0	2	1	7	2	4	28
Secretarial - Girls	1	3	9	5	0	0	1	1	8	5	1	2	29
Music	0	1	0	1	0	0	0	0	2	7	4	2	25
Total	51	48	10	26	7	3	1	17	18	26	20	25	256

Distribution of students one and two years after graduation.

wage in two of the largest plants in the city. Although a satisfactory starting wage is important, it is far more important that a job should offer permanence and advancement.

In order to follow up all high-school graduates it is necessary to keep definite records. The problem of obtaining up-to-date information is a difficult one. Such information may be kept up to date by means of placement reports, interviews with graduates and employers, or by a follow-up survey at periodic intervals. Even news items have been used to provide follow-up information.

A Local Survey

During the last semester it was possible for us to use NYA students on a survey of high-school graduates in order to supplement the information which we possessed at that time. The procedure was for these NYA students to visit the homes and have the graduates or their parents fill out a questionnaire. They were assured that the information given would be used only in a confidential manner. The questions concerned the status of employment or attendance at college, number of hours, days per week, weekly wage, desirability of change of job, if the placement service had been of assistance, if further help were desired, weak points in the school guidance program, and other related points. Since the survey was given full publicity and was explained by the NYA students, there was little hesitancy in answering the questions.

¹Director of Guidance, Logansport, Indiana.

The distributions of the status of the members of the graduation classes of 1935 and 1936 in June, 1937, are given in Tables I and II.

These tables provide interesting information. Although they involve only 461 graduates over a two-year period, some observations can be made from which conclusions may be assumed pending the compilation of additional data. Here again the lack of adequate follow-up studies makes impossible a comparison with situations in other cities. Some tentative observations are as follow:

- About 20 per cent of the graduates attend college.
- The sex of those who attend college is about equally divided.
- About 40 per cent of the students in the college-preparatory course attend college. This brings to our attention another question: Why do the other 60 per cent enroll in the college-preparatory course?
- Some students who are not in the college-preparatory course attend college.
- The industrial workers come largely from the industrial arts and general course students.
- About 35 per cent of the girls in the secretarial course become stenographers.
- Clerks in stores are rather well distributed over the different courses.
- The railroads are not heavy employers of high-school graduates.
- Postgraduate students are not numerous and will likely decrease in numbers.
- About 6 per cent of the graduates of these classes are working out of the city.
- More boys than girls leave the city for work.
- About 10 per cent of the girls are married within two years after graduation.
- Fewer college-preparatory girls marry during the first two years out of school than those of other courses.
- The school loses contact with the students in the general course sooner than with those in the other courses.
- Placements made through the placement service are more likely to involve the specialized training which students have had and a consideration of their personal traits than placements secured by haphazard methods.

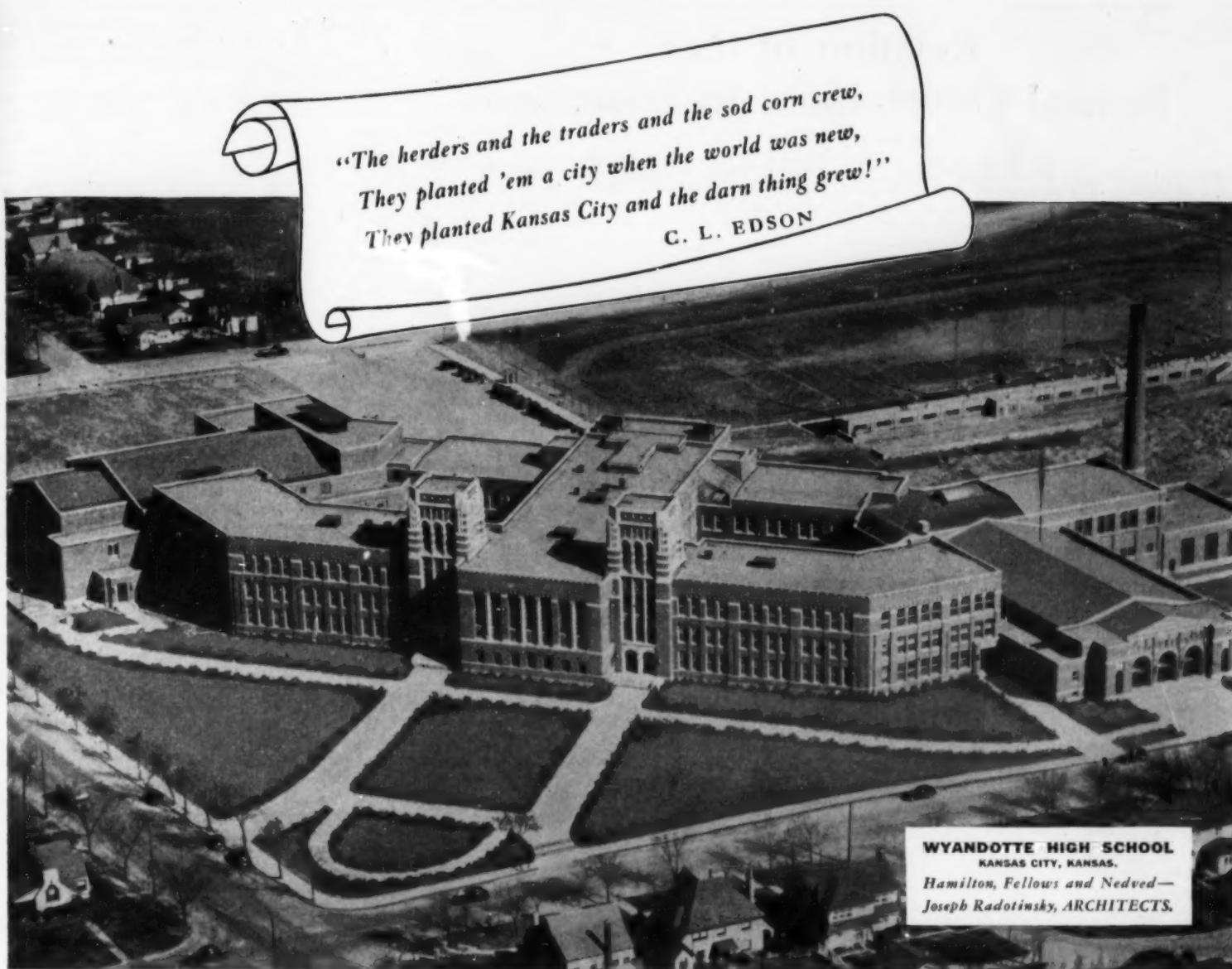
The preceding discussion indicates some of the possibilities of follow-up studies. Any of these tentative observations might be investigated further over a longer period of time. The information obtained should furnish guidance in educational planning for the future. The trends in curriculum, methods, supervisory and administrative procedures should be based upon such information.

ACIDPROOFING SCIENCE TABLES

The following formula for acidproofing science tables with an aniline black is provided by the United States Bureau of Standards (Circular 69, p. 53):

A method of producing a permanent black, which is a very satisfactory finish for wooden tops of laboratory tables, is as follows: Solution A, 125 g. of copper sulphate, 125 g. of potassium chlorate, and water to make 1,000 cc. Solution B, 60 g. of aniline, 90 cc. of hydrochloric acid (sp. gr. 1.2), and water to make 500 cc.

First paint with solution A and when dry with solution B and allow to dry several hours. Wash with hot water and repeat the whole operation until the wood is dark green. Finish by rubbing with raw linseed oil until a black surface is secured. By going over the work at intervals of one to two weeks with a cloth moistened with raw linseed oil it may be kept in perfect condition. The wood to be treated must be free from oil. Imperfections requiring putty should not be filled until the woodwork is stained. Putty colored with lampblack may then be employed.



THE SCHOOL THAT GREW *without "growing pains"*

THREE weren't any "growing pains" when the fourth and finest home of Wyandotte High School, Kansas City, Kansas, was built. Every precaution was taken to prevent errors and omissions in this huge new academic plant.

For instance—the highly specialized problem of library planning was turned over to Library Bureau when the school was in the blueprint stage.

How large should the library be? What layout would best serve students and staff? What equipment would give the greatest convenience throughout the years to come?

These and countless other questions were answered on the basis of Library Bureau's sixty-odd years of experience. As a result, Wyandotte's three thousand students have complete, modern library facilities, ranking

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Smoothly functioning libraries don't just happen. They're a job for experts who have faced and solved thousands of library problems.

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Buffalo, N. Y.

Relation of the Federal Government to Education

(Continued from page 29)

tional distinction by unification of their common objectives. The success of American education whatever we conceive it to be, is, I believe, distinctly traceable to unanimity of effort and aim, voluntarily achieved by the co-operation of state controlled and privately controlled institutions. If I may be permitted a sweeping generalization, the state university and the state system is propagandizing for the democratic ideal in education, for democratic methods and for democratic educational effects; the privately owned institution for the most part is in its turn propagandizing for the aristocratic ideal in its process of selection, its emphasis on elevation of educational standards, in the definition of its objectives and in the achievement of its educational results. To be sure no sharp and fast lines can be drawn when we turn to a comparison of a single state-controlled with a single privately controlled institution. But taking the institutions as a group the distinction will probably be patent even to a casual student.

To this co-operation the state-controlled institution has contributed to American educational processes a measure of authority and of permanency and has diffused educational results through practically the entire nation. In the maintenance of standards and in the progressive elevation of educational excellence, in which fields mass education may well be thought to present special obstacles, the functions of the state-controlled school have been supplemented by those of the privately controlled institution, especially of those schools which by reason of historical, financial or other advantageous circumstances have been enabled to pursue their activities on an ideal rather than on an ultra-realistic plane. The exercise of political domination in the state-controlled institution has been effectively curbed through the liberty and autonomy in the privately controlled institution. The tendency toward average achievement which is inseparably associated with the obligation to serve the masses has been checked and at times even reversed by the insistence of the privately controlled institution that education must not only be self-diffusive but also selective. On the other hand, the privately controlled institution has received from the governmentally controlled institution valuable and even indispensable aid in maintaining a sense of reality. Our previous sentence must here be converted to read that the processes of education must not only be selective but also self-diffusive through the masses of the nation. To put the thought in another way, if for the most part the privately controlled institution has emphasized the creative function of education with relation to the people as a whole, to science and to literature, the state-controlled institution has dedicated its major interests to the diffusive functions while both groups of institutions have through mutual understanding and voluntary co-operative effort shared approximately equally in the achievement of the dynamic function of education in the translation of knowledge into action, of science into art.

The situation in America is a huge enigma to the European mind. The European mind finds it hard to understand how a government-controlled institution can subject itself to the ruling of a voluntary agency such as a standardizing agency in which there sit with equal right representatives of both governmental and privately controlled institutions. The European mind, especially the continental mind, would visualize such a situation to be disturbing, and deleterious to the function and the dignity of government. I vividly recall the amazement upon the face of a European educator when I told him that one of the state universities had been dropped from the approved list of the North Central Association. In the theory underlying our voluntary accrediting agencies there are factors which the European mind finds it all but impossible to understand. Even

their modern republics have taken over very monarchical traditions, the principle of the omnipotence of government. While in our country the autonomy of the privately owned institution is original and the progressive resignation to the state or to a voluntary accrediting agency of that autonomy and liberty is a voluntary process, the European mind still thinks of governmental dominance first and the progressive liberation from that dominance as a subsequent triumph to be achieved by wresting concessions from an unwilling government.

I point out these phenomena as having a distinct bearing upon the problem before us. Again it is clear that political philosophies must necessarily influence any changes if such are to occur in our present mode of organization of our educational system. Our public institutions, that is our government controlled institutions as we know are part of the administrative function of the government. As the complexities of our governments grow the administrative function becomes progressively more and more separate from the executive function. The executive function is in its turn assuming constantly larger and more significant obligations, and we find as a result newly created executive patterns, new principles of executive organization into which the publicly controlled educational institution must be fitted. In our American theory the administrative function is in no sense co-ordinated with the legislative, the judicial or the executive activities of our states, our countries, or our municipalities. Rather does the administrative function "cut through" the legislative, the judicial, and the executive processes. Countless examples occur to one's mind in illustration of this principle. The budget of the state university, for example, must be integrated into the general state budget, must be limited by other state needs, must yield to emergencies and temporary exigencies. The personnel of our state-controlled institutions must meet certain definitions which are not peculiar to the school system but which in ever so many localities must conform to a definite pattern that is common to all the branches of the state administration. Property laws, laws of inheritance as applied to schools, must also conform to legislative enactments which govern other branches of governmental activity. Even, as is the case in most states, the state university has a double formality, that of a corporation, subject to corporate law, and that of a unit in an administrative pattern of the state and as such subject to the dominance of the legislature and to the controls of the judiciary. Nevertheless, this very fact emphasizes the difference between the governmentally and a privately controlled institution. Again I wish to say that this whole picture amazes me by its complexity, its variety, and the great degree of harmony which has been

achieved by, for the most part, the enlightened policies and attitudes through which our American system of government-controlled institutions has been built up.

The question before us is: Why all of this should be extended so that through it a super-zation of federal system rather than a state-controlled system should be built up. It is obvious that a federal educational system need not necessarily lead to complete federal dominance. We can still conceive a national education system into which there are integrated adequate safeguards of various kinds for the autonomy or the individuality or the liberty of the constituent units. The point is rather whether, whatever scheme of federalization of school systems we adopt, we are not thereby laying the groundwork for the future centralization of responsibility which I submit cannot but result in a destruction of those results which we have achieved by our traditional forms and activities. Legislative enactment on a national plane, if it follows the pattern of our present state-controlled system, must direct itself to policies, mode of organization, the control of personnel, and the control of finance. The judicial control will involve the rights of beneficiaries and of the corporations to educational benefits, the rights of property, the proper exercise of administrative and executive functions, and a thousand other phases of school administration. Administrative control will seek to promote uniformity, economy and efficiency not only within governmental agencies performing the functions of education, but will seek to coordinate these with the other areas of government. Is it not all but unthinkable that this should be carried out on a national plane with as sound an educational resultant as we have thus far achieved through our smaller units of educational organization? Even now we have ample illustrations of the extent to which political thinking enters into the formulation of educational policies in governmentally controlled institutions. I would not for a moment be understood as saying that analogous conditions do not exist in privately operated schools. I wish, however, to point out on the one hand that the privately operated institution when dominated by other than educational considerations finds itself in embarrassment despite its character and organization, whereas the governmentally controlled institution must be so organized as to leave play for the political clashes and emergencies through which, taken by and large, states have governed themselves. And, on the other hand, the growing complexities should be stressed when in addition to our present modes of organization we subject all of these institutions to superorganization of a federal system. The unifying trend will regiment education into line with other governmental agencies. The unique nature of education as an interest of government will be lost. Political swirls will play around education as they now do around our major political issues. If it be answered that effective controls can be devised against any destructive forces, I can only ask why should we expose ourselves to the need for such controls?

Is there no place, therefore, for federal influence in education? Far be it from me to suggest an affirmative answer to this question. Education would profit immeasurably by certain extensions of the federal interest in the affairs of our school systems. Our present Office of Education has, by practically universal consent, achieved results of the utmost value in our national educational activities. The Office as an informational resource and a propaganda agency has served the states, the governmentally controlled as well as the privately controlled institutions in so many ways that it is all but unthinkable that it should be discontinued. No serious-minded American citizen should close his eyes to the importance of the Office. Neither can any of us seriously entertain any doubt about the importance of extending the activities of the Office and of enlarging its function in those areas in which it has thus far given such distinguished service.

All educational agencies, human as they are, need the stimulation of large views and the incentives that arise from an appreciation of the

(Continued on page 58)

HERE IS ANOTHER REASON WHY *Linoleum FLOORS* MAKE YOUR BUILDINGS EASIER TO CLEAN

YOUR buildings will be more attractive and easier to maintain when Armstrong's Linoleum Floors are installed with the new type of cove and base shown in the circle at the right.

This device permits the floor linoleum to be curved up the wall—forming a rounded, seamless joining that prevents the accumulation of dust and dirt. Because sharp angles are eliminated, sweeping is easier, faster, and more thorough.

Leading schools are adopting this new type of linoleum floor construction with Armstrong's Flash Type Cove and Base. It can be installed in old buildings as well as new. If you already have linoleum floors, this aid to economy can be added quickly and at small expense.

In addition to cleanliness, Armstrong's Linoleum offers other important advantages. It is cheerful in coloring. It is durable. It is restful and quiet underfoot. And it is economical to maintain by daily dusting, occasional washing, and waxing with Armstrong's Linogloss Wax.

Armstrong manufactures the only complete line of resilient floors—Linoleum, Rubber Tile, Cork Tile, Linotile, and Accotile. Write now for suggestions and a color-illustrated copy of "Better Floors for Better Business." Armstrong Cork Products Company, Building Materials Division, 1212 State Street, Lancaster, Penna.



In this attractive, sanitary corridor, Armstrong's Gray Jasper Linoleum is used with Armstrong's Flash Type Cove and Base. This device forms a seamless, curved joining of floors and walls. It makes sweeping easier and prevents dirt from collecting. (See details in large circle.) Walls here are Armstrong's Travertine Linowall—a washable, linoleum-type wall covering.

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Seal-O-San is the perfect finish for gymnasium floors. It makes the floor 100% non-slippery, thus preventing skids and falls. The durable, tough seal withstands friction and rubber burns . . . seldom requires cleaning.

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HARD WEAR
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NEXT TIME your school floors need refinishing, ask yourself this: Am I using the hardest-wearing floor finish? Is this finish giving me all the service and durability I am paying for? Then remember—Seal-O-San is the one floor finish that doesn't break down where traffic is heaviest.

For a Seal-O-San finish rests not merely on top of the floor—it becomes part of the wood itself.

The protective liquid penetrates deeply . . . fills every cell. Then it

hardens to form a tough seal against dirt, moisture, or wear.

Today you find Seal-O-San in more than 4000 schools. Why? Because, rugged and durable, it offers protection not only against scraping feet, but also against the damaging effect of ink, chemicals, or water.

In no other floor finish can you get the durability that you get in Seal-O-San. And no other finish can match its beauty and economy of upkeep. So, plan now to refinish your floors with Seal-O-San. It will pay you well.

SEAL-O-SAN
 THE WEAR-RESISTING FINISH FOR SCHOOL FLOORS

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importance of one's own efforts. The integration of local efforts into national activities cannot be achieved by any one state or regional organization. It is one thing to oppose coercive power in such a bureau and it is quite a different thing to advocate an intensification of effort in a bureau. I feel confident that much of the co-ordination of effort in different states in all educational strata from the kindergarten to the university, both in the field of academic as well as in the field of professional interest, has been due to no small an extent to the successful functioning of our present system of federal advisorship. It is significant that the Office has been able to maintain for the most part amicable and co-operative relationships with private agencies which function on a national level, thus extending to the national plane the same intimacy of co-operation which we witness on a state and local plane. All our schools, be they elementary schools or universities, must know how their efforts fit into national activities, what proportion of the national effort is carried on by themselves, what fraction of the national educational result is attributable to any one particular institution. Each school must know itself in the national context of educational work. The Office has achieved all of this through its research activities, its informational service, its participation in the studies of other agencies, through the interest which it has evoked in the various phases of school administration, through the countless other methods by which it reaches practically all the groups engaged in educating the nation. I believe that all of this could, to the advantage of our educational work, be immeasurably intensified if resources could be made available for such an intensification.

Yet all of this is still far removed from the creation of a department of education, far removed from the development of a cabinet position for education and far removed too from that centralized control which is suggested by the radical solution of the elimination of state control. We might

even go farther than this, we might view with some measure of satisfaction increased contributions by the Federal Government to local educational efforts. In the advocacy of any such plan, however, the maintenance of individual institutions should, in my opinion, be the guiding and leading principle. The formula which I should like to accept for the policies of the future would be "Support without control." The support may be financial, political, advisory, moral; it may take other forms as circumstances may make such support desirable but essentially the autonomy of the individual institution and of local organizations should be maintained. In other words, the Federal Government, in my opinion, should never become the agency through which undue support is given to the publicly controlled institution in the present struggle between the governmentally and privately controlled educational institutions.

IV. HIGHER EDUCATION

Lastly, a specific word must here be said regarding higher education. First of all, we might address ourselves to the question of the functions of higher education. Here again one might invite extensive discussion, but we will all probably be in complete agreement upon this that the objectives of all education are at the same time the objectives of higher education, intensified and enriched in meaning but still fundamentally the same. In saying this I am not denying the validity of the specific objectives of higher education. Whatever we may think of the distinguishing functions of the elementary and the high school, of the college and of the university, they all have this in common, that they ambition the development in the student of those fundamental acquisitions, the development of those traits which we have already referred to above. If this is true then the whole line of reasoning which we have followed cannot but lead to this conclusion that, if the Federal Government is not to control the educational processes it is *a fortiori* to be debarred from the control of higher edu-

cation. It is a truism to say that freedom of thought requires a liberal atmosphere, that for the most part originality, progressiveness, independence, will not grow under coercion and restraint. If it be objected that the great movements of history toward liberty have been revolutionary against coercion, we can only answer that surely no one would seriously plan to organize an educational system based on coercion for the purpose of stimulating an intellectual revolution.

There is a second aspect to this question which must not remain untouched. Higher education is in our country intimately if not almost inseparably bound up with professional education, and professional education is bound up with licensure and licensure in turn is a necessary condition for progress in human welfare and human betterment. Whatever may be said about the advantages or disadvantages of national licensure as found in European countries, we submit that in America the pattern has been different and the pattern has not failed to achieve results of value. Licensure in America on a national plane is fortunately, from my viewpoint, far removed from the minds of those who have given the most serious study to this problem. From present indications it will remain a phase of the exercise of sovereignty in the individual state. Of course it is conceivable that one may place educational controls under a federal system and leave the licensing power as the responsibility of the state but here again we would find a separation of functions which we have been accustomed to think as belonging together and which by their union have aided us toward most significant results. There are many serious defects in American licensure but surely none of them is of such character that concentration of power in larger authoritative units would necessarily eliminate these defects. On the other hand, we surely must stress the thought that by our present system we have achieved results in professional activities which the older states of Europe would

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To provide ample, safe clothes storage in a minimum of floor space, the Wellington C. Mepham High School, Bellmore, Long Island, uses Lyon Gym Lockers. During the gymnasium period students' street clothes are locked in the single tier lockers. When classes are over, the less bulky gym clothes are placed in private double tier lockers, each student takes his private padlock off the single tier locker and locks the double tier locker reserved for his individual use. This releases all single tier lockers for street clothes of the next gym class.

School officials in ever increasing numbers are finding out there really are no substitutes for Lyon Steel Locker beauty, efficiency and economy. Their records plainly show that the first cost is the final cost. The rigid frames stand straight and true after years of hard use. The reinforced doors do not sag. The baked enamel finish retains its original attractive appearance. Mail coupon for complete information.

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Equipment, as follows:

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Central Station panel through which all calls are made; principal to teacher, teacher to principal, teacher to teacher.

THE STANDARD ELECTRIC TIME CO.

Springfield, Massachusetts — Branch Offices in Principal Cities

"Standard Makes Every Minute Count"

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not fail to envy us. I know that this too is a controversial statement and that there are advocates of a national licensing system who see ideal conditions in countries where it obtains and only defects where it does not obtain. But here again political or perhaps economic philosophies sway judgment toward the acceptance of social controls other than the self-control of the profession itself—the control of the profession by state rather than the control of the profession by the profession. It is the old argument again of autonomy versus centralization.

V. CONCLUSION

In bringing this discussion to a close we may be permitted some little latitude. If one area of human interest after another is yielding to the dominance of the Federal Government, let me sincerely hope that education will be the last to yield. It would be most fitting if education through which we have created and maintained our liberties should withstand federal aggrandizement long enough to mark the turning point of the new cycle in our national life, carrying onward into the next phase of that life the heritage of freedom which it received in the beginnings of our republic. It will do so to my mind only if it can maintain itself against those centralizing tendencies which are now active, striving to place the guiding strands of ever more activities into the hands of a centralized government and making each of us more and more debtors and servants of the state instead of leaving us free Americans whom the state serves. Freedom of education will make us ever more worthy of our freedom.

JANITORS WEAR UNIFORMS

The janitors in the new high school at Kansas City, Kans., wear uniforms consisting of tan shirts and trousers, with black bow ties and black shoes. According to the *Kansas Janitor-Engineer News Letter*, the matrons in the school wear dresses of the same color.

At Pratt, Kans., all janitors have their names stitched on the pocket of their uniform shirts.

"STANDARD" Telephone Systems

SAVE STEPS—SAVE TIME— ELIMINATE CONFUSION

• If school board members tried to run their own private businesses without telephones, they would quickly appreciate the severe handicap under which school principals must operate who are "getting along" without this valuable aid to efficient operation.

"Standard" offers an economical solution with its specially designed school telephone systems. Can be hooked right into any "Standard" program buzzer system.

If you want the advantages of a "Standard" Telephone System in your school, write us. We shall be pleased to send you the story in complete form for presentation to your school board.



School Finance and Taxation

ECONOMIES IN DEBT SERVICE

After a debt has been incurred for the erection of a new school building or some other public structure, it is exceedingly difficult and, in fact usually impossible, to reduce the annual charges for interest and principal. Most economies in debt service, according to a newsletter of the Municipal Finance Officers' Association, must be provided before the issuance of bonds or notes. It is fundamental that the control of the bonds issued, and the time for which they are to run, be considered in advance. The association suggests the following eleven means of economy:

1. The lowest possible interest rate must be obtained on new issues of bonds. The issue must be made attractive by judicious use of credit, careful planning of maturities, adequate security, broad advertising, acceptable legal opinion, competitive bidding at public sale, and award to the best bidder. The timing of the sale in a fluctuating market is important.

2. A complete factual statement about the community's resources and financial trends will encourage purchasers.

3. A charge to cover the cost of service should be made for registering bonds or converting registered bonds to coupon bonds. This is a general practice in private business and in many municipalities.

4. Interest on short-term loans, tax notes or tax warrants should be reduced or eliminated. This may be done by thorough collection of taxes, adjustment of tax-collecting period to spending period, or operation within cash income.

5. Interest-bearing warrants should carry the lowest rate of interest that will permit their sale and circulation at a price close to par.

6. Short-term loans, as funds are needed, can frequently be made during the construction of a project. In this way bonds can be sold when

work is completed and it will not be necessary to pay interest on idle funds.

7. Public utilities and other enterprises supposed to be self-supporting should carry their full share of interest costs and bond-retirement charges.

8. If bonds have been issued which are redeemable before maturity, they should be refunded when possible into bonds with lower interest rates, or they should be paid off as funds are available.

9. In determining how much debt the municipality can bear, all debts for all purposes should be considered whether it be general, utility, or special-assessment debt, and whether it be outstanding in the name of the city proper, its boards and commissions, or the county of which it is a part.

10. The use of a pay-as-you-go policy will minimize the payment of interest. Under such a plan improvements will be paid for from current revenues when it is practical to do so, and bonds will be issued only when an unusual volume of construction takes place.

11. The maturity of a debt should be as early as possibly consistent with a city's ability to pay. Twenty years' interest costs are much less than thirty years' interest.

FINANCE AND TAXATION

Every public school in Philadelphia would have to close immediately if the right of the board of education to levy taxes were taken away, according to Robert T. McCracken, counsel for the board, speaking recently in Common Pleas Court No. 2. He was arguing against the mayor's petition for an injunction to restrain the school board from fixing a tax rate and levying taxes for 1938 and succeeding years.

The mayor's position was outlined by City Solicitor Sharfsin, in a brief, contending that the state school code as amended by the act of 1929, unlawfully delegates the taxing power to a non-elective body, which amounts to taxation without representation. The remedy is for the people to go back to the legislature if they want to change the present code, said Mr. McCracken.



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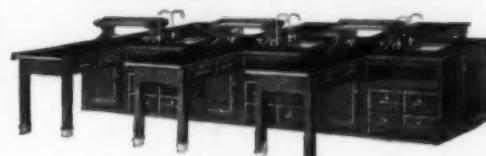
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Representatives in Principal Cities

The school authorities of St. Paul, Minn., have found themselves in financial embarrassment. Unless a quarter of a million dollars is provided to pay teachers' salaries, the schools will be closed on December 1. The teachers' organizations contend that the school authorities will be obligated to pay the salaries because of existing contracts.

♦ Rochester, Minn. The board of education has adopted a budget of \$405,808 for the school year 1937. This is an increase of \$15,408 over the year 1936-37. The operating costs will reach \$46,670, as against \$44,000 a year ago. The budget for maintenance is set at \$17,200, as against \$15,400 a year ago.

♦ Milwaukee, Wis. The board of school directors has asked the city council for a substantial increase in the school mill tax. A legislative measure passed at the past session of the legislature permits the city to increase the maximum tax from 6 to 6.7 mills. The increase will aid the board in meeting the deficit of \$500,000 in the school budget for 1938.

♦ Midland, Mich. The board of education has approved a budget, calling for \$374,627 for the year 1937-38, which is an increase of \$89,270 over the year 1936-37.

♦ Racine, Wis. The 1938 budget of the school board calls for a total of \$1,420,101 for the school year. This is an increase of \$80,300. Of the total budget, \$1,221,471 will be raised by taxation.

♦ Minneapolis, Minn. The board of education has approved a new tax levy of \$5,960,000, which is an equivalent of 2.1 mill increase over the previous levy on the 22-mill charter limitation. It is expected that the added revenue will reduce the 1938 shortage of \$1,086,000 one half.

♦ Chicago, Ill. The new pupil-record system, recently introduced in the public schools, is expected to cost a total of \$1,500,000 during the first year, according to the findings of a recent survey. The system is at present in operation in the first four grades of the elementary schools and the first year of the senior high school.

♦ Cranston, R. I. The school board has adopted a budget of \$659,100 for the school year 1938.

The budget includes provision for the restoration of one half of the 10 per cent salary cut which has been in effect since 1932.

♦ New York, N. Y. The board of education has adopted a budget of \$153,000,000 for the school year 1938, which is an increase of \$8,014,900 over the estimate for 1936-37. Of the increase \$6,000,000 will be used for mandatory salary increments and the restoration of salary cuts. The remaining \$2,000,000 will be used to reduce class sizes in elementary schools, to increase the pay of substitute teachers, and to provide more teachers for handicapped children and kindergarten classes.

♦ Baltimore, Md. The board of education has asked for an appropriation of \$10,120,751 for the school year 1937-38. This is an increase of \$535,727 over the year 1937. About 50 per cent of the increase will be used for the payment of automatic salary increases.

♦ West Allis, Wis. The 1938 budget of the school board calls for \$641,126. Teachers' salaries, which amount to \$524,075, represent the largest item in the budget. Janitors' salaries will amount to \$49,020, and salaries of clerks and high-school cafeteria cook total \$49,020.

♦ Glen Cove, N. Y. The school budget for the year 1937-38 calls for a total of \$299,040 as compared with \$286,325 in 1936-37. In the budget, expenses of elementary schools will be increased from \$125,150 to \$129,925, and high-school requirements from \$81,800 to \$85,200. The cost of school-plant operation will be \$48,750 in 1938, as against \$45,450 in 1937.

♦ Beaver Dam, Wis. The school board has adopted a budget of \$131,077 for the school year 1937-38. Of the total, \$91,366 will be expended for instruction expenses.

♦ Manitowoc, Wis. The school board has adopted a budget of \$343,924 for the school year 1937-38. The budget estimates the cost of operation for the year at \$421,675, with estimated revenues of \$77,751, leaving \$343,924 to be raised by taxation. A large part of the increase will be used for the restoration of salaries.

♦ Portland, Oreg. The 1938 budget of the board of education calls for expenditures amounting to \$5,627,139. This is an increase of \$162,000 over the estimate for 1937. Of the total, \$4,531,422 will be obtained from the general fund, and \$1,095,717 from the debt fund.

♦ Chattanooga, Tenn. The school board has adopted a budget of \$1,000,000 for the year 1938. Of the total, \$970,869 will be used for salaries of the school staff, and \$97,773 for various special expenditures.

♦ Beloit, Wis. The revised budget of the school board for the year 1938 calls for \$441,557. Of the total, \$340,387 will be raised by taxation.

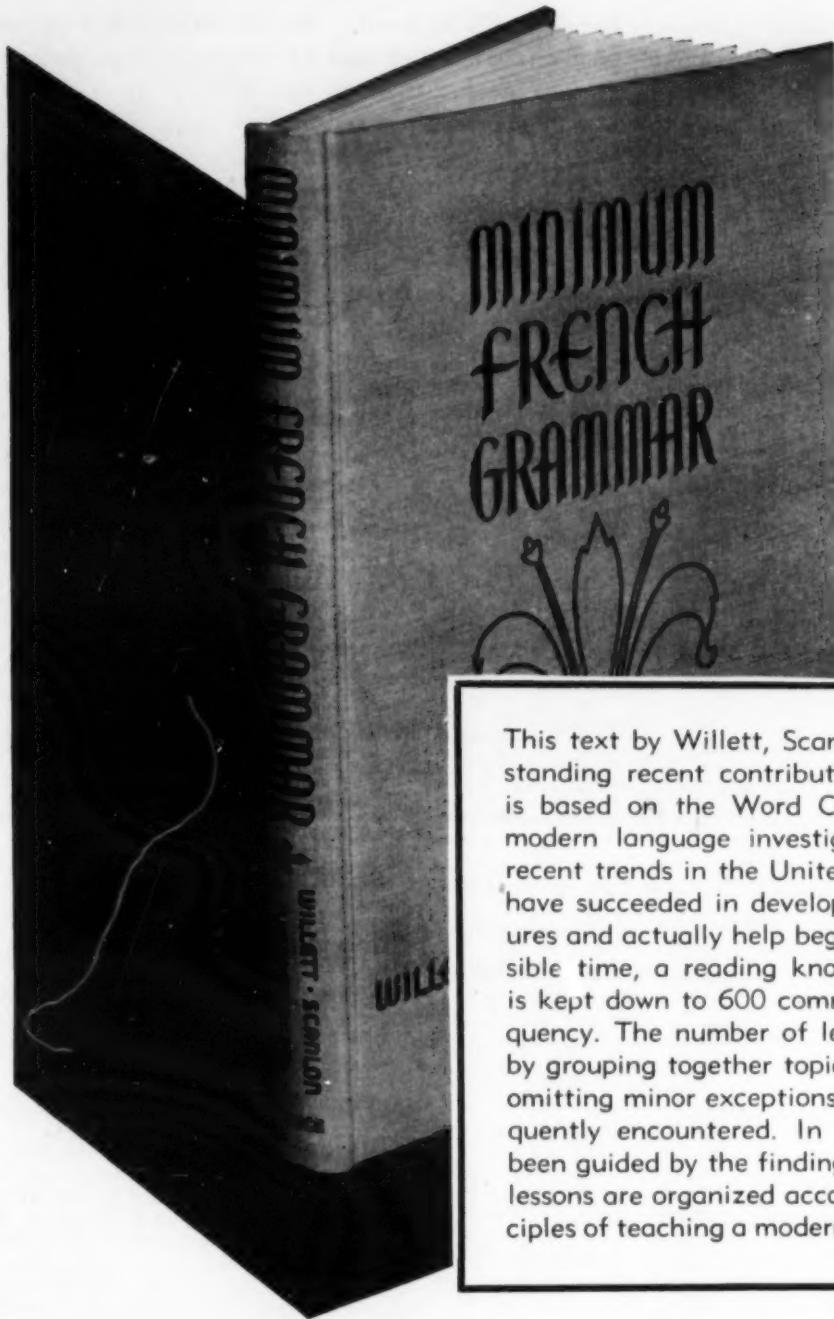
♦ Belvidere, Ill. A budget of \$116,107 has been adopted by the school board for the school year 1938. This is a decrease of \$23,209 from the estimate for 1937. The largest item in the budget is \$75,378 for teachers' salaries.

♦ Baltimore, Md. The board of education has asked the municipal director of the budget for a 5.5 per cent increase in the appropriation for the schools. The board is seeking an appropriation of \$10,120,751 for the schools next year. The appropriation for this year is expected to exceed that of 1936-37 by \$535,727. About \$100,000 of the budget increase will be used for repairs to school buildings.

♦ Duluth, Minn. School taxes since 1926 have decreased by 9.96 cents of the total tax dollar, according to figures compiled by the school officials. Where in 1926 the schools received 9.44 cents more of the tax dollar than the city government, in 1936 they received 3.159 cents less than the city government.

♦ Madison, Wis. The 1938 budget of the board of education calls for an expenditure of \$1,313,370. This estimate represents an increase of \$36,480 over the 1937 budget of \$1,276,889. Salaries account for the major part of the budget, with \$915,365 allocated to principals, assistant principals, and teachers. Operating expenses call for an increase of \$27,509, and maintenance expenses show an increase of \$3,685. Capital outlay shows a \$5,344 increase to \$26,907.

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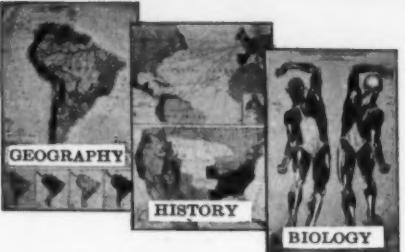
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School Administration News

NEW EDUCATIONAL PROGRAM FOR OHIO

Mr. E. N. Dietrich, State Director of Education for Ohio, in a recent statement, set forth the broad general policies by which the state department will be governed in the administration of the state school program. The following broad policies he believes, should govern the state administration of the Ohio school system:

1. Adequate and permanent financing of the school foundation program. At the present time, existing fiscal deficiencies force boards of education to pay interest on funds already guaranteed by statute. Moreover it must be borne in mind that the taxes imposed on liquid fuels and cigarettes expire by limitation in March, 1939.

2. Further encroachments upon state sources of school revenues cannot be countenanced until funds for replacement are first provided.

3. Continuation and expansion of the present program of high-school supervision and inspection.

4. Expansion of the vocational education program under the provisions of the George-Deen Act as rapidly as teachers are available and communities desire such educational services.

5. The development of a program for the supervision and improvement of the elementary-school program throughout the state. It is our plan to develop elementary-school standards in co-operation with the teaching and supervisory groups in the same manner that the present high-school standards were developed.

6. Extension and more careful attention to the development of a state program in the fields of music and art. The music program is now well under way but more attention should be devoted to art instruction.

7. The continuation and expansion of the pres-

ent co-operative program in teacher training and certification. Excellent work has already been started and must be carried out if the standards of the profession are to be maintained and approved.

8. More careful attention must be given to the facilities available for the education of handicapped children. The Federal Social Security Program has materially aided in locating many handicapped children for whom adequate educational advantages must be provided under the requirements of existing statutes.

9. A planning committee should be set up to formulate a long-time educational program for Ohio.

SOME PROGRESSIVE TENDENCIES IN STURGIS, MICHIGAN

The board of education of Sturgis, Mich., has taken steps to revise the school curriculum to meet the needs of adolescent children. Under the new program, department heads have been designated in each of the seven departments of the high school. These have been given a 20-per-cent reduction in class load so that they have ample time in which to rearrange the secondary curriculum. These department heads, in co-operation with the teachers, are selecting the units of study which appear to be comprehensive and significant in each of the 50 or more courses offered. Guide sheets based on these units have been prepared by the teachers as a means of offering additional help in meeting the needs of students. Further innovations in the way of hobby surveys, vocational surveys, and governmental surveys have been effected.

The board has prepared a new blank upon which the results of physical examinations made by physicians may be recorded. These blanks properly filled out, must be presented to the board before a school employee may receive a contract. In a study it was found that only 40 per cent of the cities of 100,000 kept any record of the health of school employees.

Physiotherapy work has been added to the

work offered in the orthopedic school. The work is in charge of a trained nurse and will be carried on according to the instructions of the orthopedic surgeon.

The board has approved the construction of a two-room addition to the North Grade School. The addition will increase the grades in the school from kindergarten and third to kindergarten and fifth grades. The fourth and fifth grades now housed in the Central School, will be located in ward schools next year.

SCHOOL BANKING RESUMED IN CHICOPEE, MASSACHUSETTS

The trustees of the Chicopee (Mass.) Savings Bank, one of the depositories of the school savings for the public and parochial schools of the city, voted on October 28, 1937, to re-establish the service. This canceled their previous action of July, 1937, which discontinued the service.

The school committee, at a conference with the trustees in September and with the State Commissioner of Banks in October represented that:

1. The service should not be discontinued on account of the relatively small expense involved.

2. A school savings is an invaluable adjunct to the teaching of thrift and money management.

3. A statistical study should be made by the trustees over the period from 1923 to 1937 to determine to what extent school banking had contributed to the development of the bank.

The State Commissioner of Banks is keenly interested in the development and extension of school banking among the public and parochial schools of Massachusetts.

PROGRESS IN SCHOOL ACTIVITIES IN BELMONT, MASSACHUSETTS

The school year 1937-38 has been opened with the establishment of a series of new activities intended to broaden the service of the schools to the children of the community. Guidance has been begun in the junior and senior high schools, under the direction of a special teacher who di-

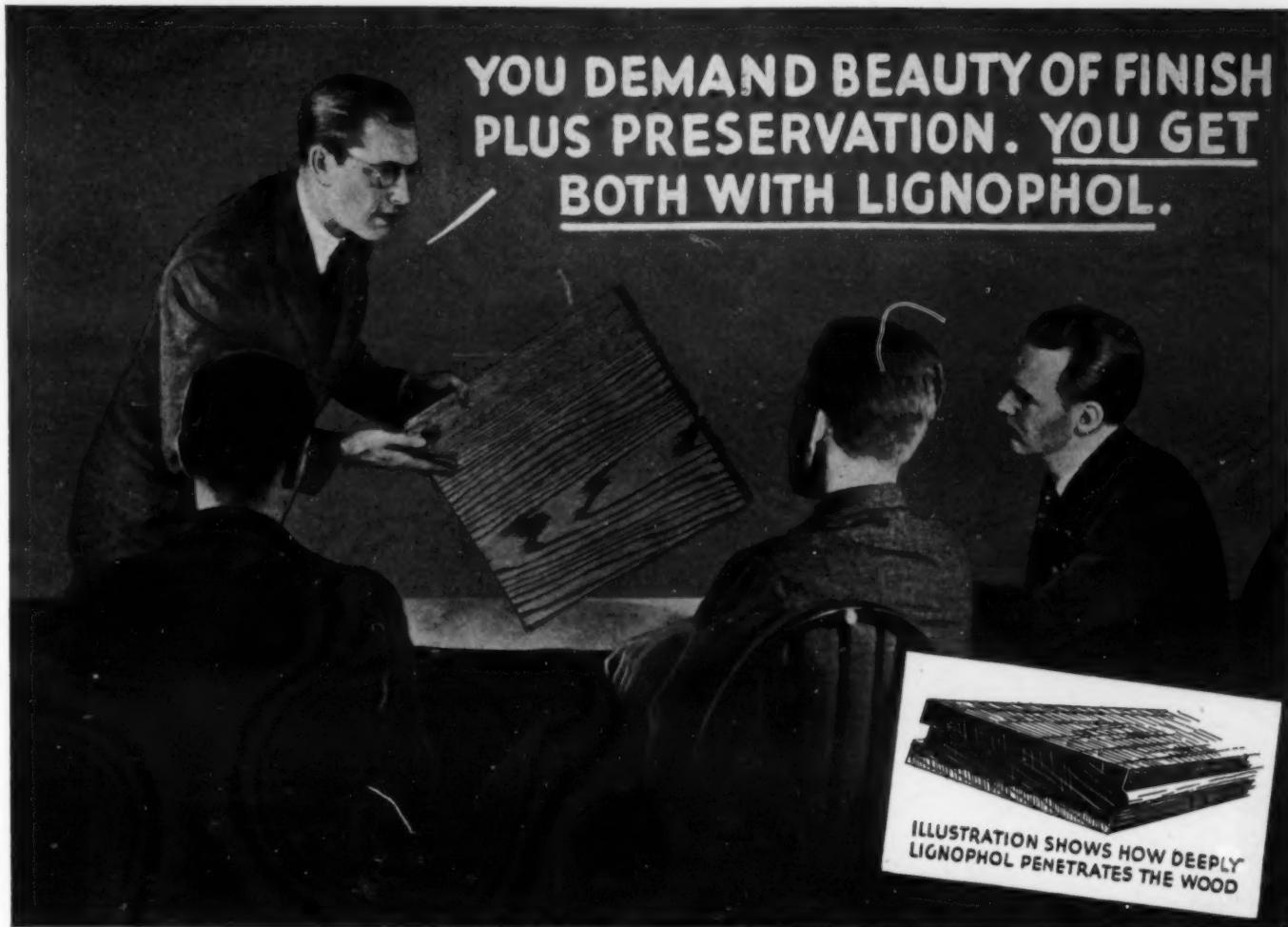


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Teachers and Administration

♦ Milwaukee, Wis. The school board has voted that school-board employees, other than teachers, shall be included in the municipal employees' general pension system, which becomes effective January 1, 1938.

♦ Fond du Lac, Wis. The school board has voted to allow sick leave to teachers at the rate of five teaching days per school year. All unused sick-leave days in any school year will be allowed to accumulate to the credit of the teacher up to twenty teaching days.

♦ Marblehead, Mass. Teachers from the kindergarten through the senior high school are taking unusual interest in corrective work in reading in the grades. Miss Ruth Henley has been employed by the board as a special teacher of remedial reading. More than two thirds of the entire staff of teachers are pursuing a six-week course in remedial reading, under the direction of two specialists from Boston University. Standard reading tests are being given in all grades and reading readiness tests are the rule in the kindergarten and grade one.

♦ The school board of Bangor, Me., has voted that "any unmarried teacher in the Bangor school system will become disqualified for teaching in said school system forthwith if and when she becomes married; except that if any unmarried woman teacher now in the system becomes married during the remaining period of her present contract for the school year of 1937-38, she shall have the privilege of completing her present contract."

♦ An employee of a California city school district, employed as a teacher who, upon being re-employed for the school year 1934-35, became a

permanent employee of the district, and who was employed as a nonteaching district superintendent for the year 1935-36, ceases to be a permanent employee of the district upon accepting the non-teaching position, according to a recent ruling of the attorney general of California. According to the attorney general, the 1935 amendment to the school code is not retroactive, so that it does not give a district superintendent the status of a permanent employee as a classroom teacher.

♦ "Divorced persons should not be elected to instruct children because they have made a shipwreck of the greatest adventure in life." This statement was the keynote of an address by Dr. Willis A. Sutton, superintendent of schools of Atlanta, Ga., given before the Northeastern Ohio Teachers' Association in Cleveland. Dr. Sutton argued that if we are to build a family life we have got to build it on the basis of "till death do us part."

♦ Hutchinson, Minn. The board of education has had in operation since last March, a new policy for the encouragement of summer-school attendance. Under the plan, a bonus of \$50 is paid to each teacher who attends a summer school at least once during each four-year period. As a result, eighteen of the 34 faculty members carried graduate work during the past summer. Although the largest number attended the University of Minnesota, the schools attended ranged from Teachers College at Columbia University to the University of Southern California.

♦ Milwaukee, Wis. Mr. Omar T. McMahon, assistant city attorney, has rendered an opinion that the school board has a right to discharge teachers who marry before they attain permanent tenure. The issue was raised by four married probationary teachers who were not re-appointed last September, and who filed written demands with the board that they be assigned to classrooms. Under the present system, teachers in the schools attain permanent tenure after six semesters as regular members of the staff.

TEACHERS' SALARIES

♦ New York, N. Y. The evening-school teachers, even those who are veterans of twenty-five years' service and more, will receive only substitute pay for their work this year, under a rule of the board of education. The action was taken after the school board found itself faced with the mayor's edict against dual job holding and with the prospect of payless pay days for the night-school staff.

♦ Wakefield, Mass. The school board has voted to restore 10 per cent of the salary cuts of teachers and school employees.

♦ Augusta, Ga. The Richmond County board of education has voted to recommend salary increases for teachers and school employees, amounting to a total of \$50,000 a year. Under a new schedule, the minimum salaries of teachers in the white schools will be raised from \$700 to \$800 a year. The maximum for white teachers has been set at \$1,400.

♦ Anoka, Minn. All of the teachers have been given increases of \$5 per month in salary. Two new high-school teachers have been added this year, to meet an increase of 45 in enrollment. During the past eight years the high-school enrollment has grown from 309 to 495.

♦ Anadarko, Okla. The school board has voted increases in salary for 37 teachers in the city schools. The increases will be contingent upon the ability of the district to pay.

♦ Providence, R. I. The school board has voted to restore 3 per cent of the salary cuts which went into effect three years ago. The board has \$128,000 available for the partial restoration of salary cuts.

♦ Albany, Ga. The school board has voted to restore 7½ per cent of the teachers' salary cuts, which were in effect during the depression. Two 10 per cent reductions in salary were made by the board at that time.

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School Hygiene Notes

THE DULUTH SCHOOL HEALTH PROGRAM

The department of school health of Duluth, Minn., maintains a staff of two doctors and six nurses, working under the direction of Dr. S. E. Urberg.

In the fall and spring, all children in the elementary grades are weighed and measured. Children 10 per cent or more below average weight, cardinals, nervous, and anemic children are recommended by physicians for the open-air rooms conducted in several grade schools.

A physical inspection is given children entering the kindergarten, the third, and the sixth grades. Physical record cards are kept and parents are notified of physical defects. Follow-up home visits are made by the school nurses to investigate absences, to follow-up for physical defects, and to give instruction in healthful living.

Oral Hygiene

A survey by the oral hygiene department in the public schools in 1936-37 revealed so many children in need of dental treatment, without means of having it done, that the Duluth Community Fund decided to operate the Miller Memorial Hospital Dental clinic the full twelve months of the year.

Dr. B. C. Amundson, supervisor of oral hygiene, with two assistants, began their work in the fall by examining the children, sending reports to parents, and then checking conditions to determine whether or not treatment had been received. Instruction in dental hygiene is given regularly through chalk talks, colored charts, stereopticon slides, and models.

QUINCY HEALTH PROGRAM REORGANIZED

The board of education of Quincy, Mass., at the suggestion of Mr. James N. Muir, superintendent of schools, has adopted a new health program in which the educational aspect is emphasized. The outstanding feature of the program is its adjustability to the individual needs of each pupil. The entire program co-ordinates toward the physical and mental well-being of all concerned. The health program is intended to take into consideration such problems as health projects, health teaching, physical activities, health development, and social efficiency.

In order to make the program effective it is necessary to have trained and experienced teachers. The administrative department is working along with that end in view.

The program includes definite facilities for testing pupils' sight and hearing in order to remove all possible handicaps to effective schoolwork. Pupils who are tested will be given definite follow-up work. Definite class instruction will be afforded to pupils who are entirely deaf and who cannot profit from the regular instruction.

SYRACUSE CHILDREN TESTED

More than 500 children in public and parochial schools of Syracuse, N. Y., have been subjected to a tubercular test.

The test, which is painless and harmless, consists of a tuberculin inoculation into the skin. Germs are not injected and the test does not cause students to get the disease. Within 48 hours after the skin test, the pupil is required to report back to the school physician for the reading of the reaction. A small, reddish swelling on the forearm where the serum is applied, indicates the presence of tuberculosis germs somewhere in the body, but does not mean that the child has developed any tuberculous disease. By discovering the infection in time, necessary steps can be taken to head off trouble.

The school physicians of Syracuse recommend that all children with a positive reaction have their chests X-rayed to determine the presence of active tuberculosis. While very few children have the disease, the positive reaction permits parents to take preventive measures.

HYGIENE AND SANITATION

♦ Washington, D. C. Hot lunches for 5,000 underfed school children were put in operation in October for the first time since schools closed in June. A fleet of trucks carry the hot food from the central kitchen to the 73 outlying schools. At the schools the trucks are met by housekeepers, who take charge of the meals and their distribution to the children. About 200 heads of families are given employment in the preparation and delivery of these meals. The project is being conducted on a three-month basis, by the WPA, after the emergency committee had succeeded in raising \$10,000 to cover nonlabor costs.

♦ Keyport, N. J. The school board has approved a new school health program, which is to consist of health examinations, vision testing, weighing and measuring, and dental examinations. Reports on the results of the examinations will be made to parents and teachers.

♦ Madison, Wis. The board of education has approved a recommendation, calling for the merging of the health education and recreation departments, and for the appointment of one head for the combined departments.

♦ Ipswich, Mass. A county school clinic was held at the Chadwick Clinic recently, when 72 children were X-rayed for evidence of tuberculosis. Another clinic was held at the high school when nineteen students were given the examination.

♦ Lee, Mass. The school board has opened a new health campaign, with examinations for defects of eyes, ears, and teeth. Tests for tuberculosis were conducted for all pupils in November. Tests for diphtheria were conducted in November and December.

New York School Boards Hold Convention

(Concluded from page 51)

enlightening analysis of "Modern Trends in Education."

The *Village Group* was entertained by Dr. Frederick H. Bair, formerly of Shaker Heights, Cleveland, Ohio, now superintendent of the Bronxville schools, who discussed in a jovial manner the serious problem of "Getting Along with the Board." Dr. Bair analyzed a recent statement in which Dr. Wright of Washington University, St. Louis, maintains that "The minimum personal qualifications of a modern superintendent are: physical vitality, executive ability, native intelligence, ability to express himself, a distinctive personality, and good character." Dr. John W. Withers, Dean of the School of Education, New York University, held in rapt attention this group of 350 village trustees and officials while he analyzed the "Responsibility of the School, the Home, and the Community for the Education of all the Children." Mr. Grant D. Morse, superintendent of Saugerties schools described with considerable enthusiasm the activities employed in teaching "Safety Education in Saugerties." Mr. Cheney discussed "Recent Educational Legislation" with special emphasis on the new teacher-tenure law.

The *Central and Rural Group* was favored with exceptionally instructive addresses. From North Carolina came a versatile lady, Juanita McDougal Melchior (now the wife of Professor William T. Melchior of Syracuse University) formerly Associate in the Division of Instructional Service of the North Carolina Education Department. The group was thrilled by her charming southern accent and her enthusiastic, conversational manner of describing the many successful methods of "Utilizing School and Community Resources in Child Development." Dr. Julian E. Butterworth, Director of the Graduate School of Education at Cornell University, emerged from the atmosphere of academic halls and talked the rural trustees' language while developing a stimulating message regarding "The Changing Rural School." Mr. Harold L. Fuess, trustee of the Waterville Central School Board, also past-president and counsel of the New York State School Boards Association, presented an analysis of "Recent Educational Legislation" that concerns central and rural schools.

At the annual dinner, the Honorable Carl E. Milliken painted a glowing picture of the prospects of securing "Films to Meet Education Need."

Dr. Luther Gulick, director of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York, asked school officials to be patient as the Regents' work continues. He indicated that the report would be edited and printed during the next few months.

At the third session on October 26, the delegates witnessed a showing of a "short" of the sound film, "Educating Father." A group of sixteen boys and girls from the Senior Forensic Group at Syracuse Central High School witnessed this film and then, under the leadership of Dr. Alice V. Kelliher, chairman of the Commission on Human Relations of the Progressive Education Association, they gave, over the public-address system, to more than a thousand delegates in the ballroom, a most interesting exchange of ideas about the film that portrays a life situation in an average home. The son, who has just graduated from high school, is advised by his father to become a druggist. The family suggestions and arguments were discussed by this high-school group. At the end of an hour and a half delegates requested an extension of the allotted time; also five delegates requested an opportunity to speak on the subject. Dr. Kelliher was extremely skillful in handling this group of high-school students.

Resolutions

The resolutions adopted include the following:

1. Expressed thanks to the Regents' Inquiry Commission and the State Education Department

for their co-operation in the general uplifting of the quality of education throughout the State with a particular expression of appreciation to the Rural Education Division "for its fine efforts to extend centralized facilities."

2. Approved the appropriation of full state aid as provided in the Friedsam law.

3. Continue the committee for the further study of teacher tenure.

4. Approved the continuation of the committee that has been studying the problem of earlier payments of state aid.

5. Disapproved any constitutional amendment or tax limitation law which might curtail the program and the educational opportunities now provided in the public schools. Copy of this resolution to be sent to all members of the 1938 Constitutional Convention.

6. Restated approval of state aid for kindergartens.

7. Requested the State Education Department to initiate a revision of the insurance sections of the New York State Education Law, particularly with respect to a well-rounded insurance program for the reasonable and proper protection of school property against loss and the protection of the legal liabilities of the schools.

8. Pledged co-operation with the various teacher-training institutions and the State Education Department to the end that improvement of professional training of teachers be extended, and the plane of teaching throughout the state be maintained on a high level.

The executive secretary reported at the business session that 630 high-school boards and 50 non-high-school boards are enrolled in the Association. The annual meeting registration shows that the total attendance was 1,253, representing 360 boards of education. The outstanding feature of the membership report was the fact that of the 200 central rural-school districts in the state, more than 180 of these boards are now enrolled in this effective association of school boards.

Pursuant to a resolution adopted at the 1935 annual meeting, the term of president is now limited to one year. Dr. Clyde B. Moore, the retiring president, presented at the business session a report covering the activities during his outstanding administration of one year.

The Association elected officers and directors for the ensuing year:

President, Judge William H. Golding, Cobleskill.

Vice-Presidents—City Section, Russell M. L. Carson, Glens Falls; Village Section, Dr. Irving A. Marsland, Rye Neck; Central Section, Glenn E. Matthews, Greece; Rural Section, Dr. Joseph L. Wilder, Akron.

Treasurer, Homer Browning, Snyder.

District Chairmen—Fred C. Sprickman, Kenmore; Allen S. Perkins, Watertown; Niles Grover, South New Berlin; Mrs. Jessie T. Zoller, Schenectady; Melvin R. Horton, Peekskill; Mrs. Florence Hartman, Amityville.

The retiring president, Dr. Moore of Ithaca is a member of the board of directors.

Dr. Hiram A. Jones, explained "The Responsibility of Trustees and Boards of Education for the Control of Athletics." Effective on September 1, 1938, new Regents' rules governing high-school athletics have been adopted to lift athletics to a plane comparable to that of other branches of secondary education.

THE CALIFORNIA SCHOOL TRUSTEES MEET IN FRESNO

The California School Trustees' Association held a two-day meeting October 8 and 9, in Fresno, with President John J. Allen presiding.

Mrs. Gertrude V. Clark, president of the California Congress of Parents and Teachers, warned the trustees to protect the educational funds, and mentioned the proposal to substitute a one-house legislature for the present two-house legis-

lature, before trustees representing all districts of California. Mrs. Clark pointed out that consideration should be given to what shall be done if the sales-tax act is repealed.

John J. Allen, Jr., president of the Oakland board of education, told trustees that 525 school districts have been added to the Association's membership in the past year, showing a sustained interest among trustees in the work of the Association. He explained the executive committee has been active in the past year in studying legislation affecting public education.

The selection of professionally prepared teachers for classrooms and adequately prepared administrators for executive offices, and the material improvement of the school plant are the major responsibilities of a board of education, according to Mr. Walter F. Dexter, State Superintendent of Public Instruction, who addressed the meeting on the subject, "A Trustee's Responsibility to His School." Mr. Dexter pointed out that the work of board members and trustees is legislative rather than administrative in character. The board is the policy-forming body, outlining plans and establishing general purposes.

Frank W. Thomas, president of Fresno State College, speaking on the topic, "Selecting Students for Teacher Training," said that colleges now are assuming part of the responsibility in the selection of teachers, a task formerly shouldered by the trustees and board members.

Henry F. Bishop, speaking for County Supt. C. W. Edwards, said that the county units of the Association have been an important factor in its growth. He said the trustees are rendering a fine service in the advancement of public education. Neils Neilsen, of Sacramento, discussed "Safety in the Schools." Round-table discussions were held at the luncheon meeting in the Hotel Fresno, with Mrs. I. E. Porter, Bakersfield, presiding.

At the second day's session, B. O. Wilson, county superintendent of Martinez, in a discussion of centralized purchasing of school supplies, declared that hundreds of dollars can be saved annually by school-board trustees through the system of purchasing in quantities. Material reductions in the cost of school supplies is made possible through the securing of bids from trade organizations.

W. H. Cox, Jr., business manager of the Alameda schools, in discussing school insurance, said that fire insurance is simply another commodity necessary in the operation of a school system. He declared that fire insurance receives too much consideration in proportion to the other classes of insurance, which are equally as important. "Liability insurance should be carefully analyzed and every school trustee should be impressed with the seriousness of accidents to the student and the general public," said Mr. Cox.

Dr. R. S. French, of the California School for the Blind and Dr. Leo Gianini, of Stanford University, discussed the conservation of sight. A working model of a schoolroom with proper and improper lighting, was used as a demonstration.

The Association, in its closing session, voted to recommend intensive courses of training in the operation of motor vehicles, such courses to be given in the secondary schools.

There was a discussion of problems affecting the transportation of students and the operation and maintenance of school busses. F. T. McGinnis, of Newman, said school districts can operate their own busses more economically than by awarding contracts for the transportation of pupils. James H. Parker, Bakersfield, urged that schools be equipped to service their own busses and that bus drivers be given jurisdiction over the pupils. F. R. Kalloch, Bakersfield, discussed safety factors in transportation equipment, and R. W. Salmon, of Fresno County, discussed the enforcement of traffic laws.

At the business session the following officers were elected for the year:

President, G. L. Aynesworth, Fresno.

Vice-president, George Wells, Santa Ana.

Second vice-president, W. E. McDermott, Pittsburgh.

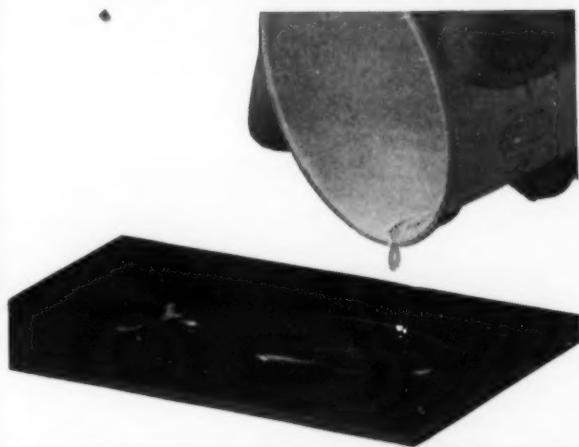
Executive secretary, Mrs. I. E. Porter, Bakersfield.

The selection of the 1938 convention city will be made by the executive committee.

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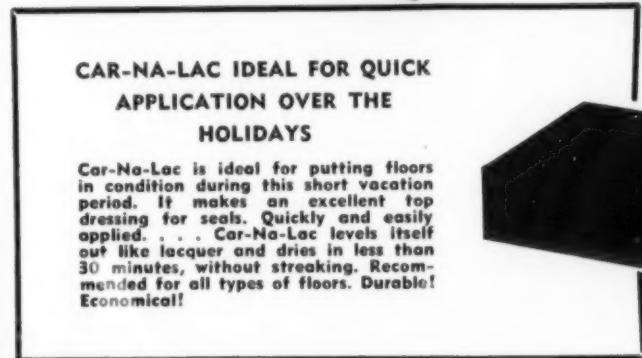


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New Books

Laboratory Workbook Units

By M. U. Ames and Bernard Jaffe. Nonconsumable edition, cloth, 269 pages. Price, \$1.12; consumable edition, paper, 255 pages. Price, 84 cents. Silver, Burdett & Company, New York, N. Y.

This laboratory manual has included in the experiments and study units, provisions for individual abilities of students. It frankly recognizes that many students can master only the bare essentials of a topic, while others, quick and able, can derive benefits from enrichments flowing from added observations of chemical phenomena in common objects, industrial and home applications, and chemical arithmetic. The book also accepts the fact that the elements of time and cost make it advisable to study some principles through demonstrations in which pupils merely observe and record what they see. The course is more than ample for a semesters' work.

Mathematics in Life

By G. M. Ruch, F. B. Knight, and J. W. Studebaker. Book Two, 512 pages, illustrated. 88 cents. Scott, Foresman and Company, Chicago, Ill.

Mathematics in Life is the eighth-grade book of a junior-high-school series which treats arithmetic and general mathematics as a part of modern life in the home, community, and nation. The same book is available under the title *Study Arithmetics, Grade Eight*.

The authors of this text have succeeded in showing the pupils how arithmetic, algebra, and geometry function in daily life.

Teaching of Arithmetic in the Elementary School

By Robert Lee Morton. Vol. I, Primary Grades. Cloth, 420 pages, illustrated. \$2.40. Silver, Burdett Company, New York, N. Y.

Here is a new book by the author of a work

on the teaching of elementary arithmetic, which has been a standard for the past ten years. The new book incorporates the research and the resultant expanse of knowledge of the subject during the past decade. It is well arranged as a textbook with thought questions, tests, and references appended to the chapters. Experienced teachers should find the discussions enlightening and helpful in solving their problems.

Youth at the Wheel

By John J. Flaherty. Cloth, 168 pages. Price, \$1.75. J. B. Lippincott Co., Philadelphia, Pa.

Vivid, forceful language distinguishes this book on safe driving, addressed to young folks. The appeal throughout is to the courage, the courtesy, the self-control, the carefulness—the intelligence and moral responsibility—of boys and girls. The treatment is sufficiently broad and positive to include the care of the car, safe driving practices, and the wide variety of special problems arising from road conditions, traffic, pedestrians, weather, and legal controls. The numerous illustrations tell much of the story and do so even more effectively than the text.

Surprise Stories

By Marjorie Hardy. Cloth, 144 pages. Price, 60 cents. Published by Wheeler Publishing Company, Chicago, Ill.

This is a first reader of the "Child's Own Way" readers series prepared by Miss Hardy. The subject matter is well chosen and attractively presented. The author has the faculty of holding the interest of her children. The colored illustrations are well done.

Floor Research

By James Haworth Longshore. Paper, 140 pages. Price, \$5. Published by Continental College of Floor Engineering, Brazil, Ind.

This is a revision of a book of similar title, first brought out in 1930, and the first attempt at a scientific study of schoolhouse floors. No one had previously dealt with the subject of floors, their structure, treatment, and maintenance in such a concise and yet comprehensive manner. The acceptance accorded the book has encouraged



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the author to bring out this revised edition.

When it is remembered that floors represent 6 per cent of the total cost of a building, that the wear and tear to which the floors in school structures are subjected is greater than that of any other part of the same, then the subject begins to assume significance. While the material employed in building floors is a primary consideration, the maintenance thereafter is equally, if not more important. On this score the author says: "A well-planned and faithfully executed program of maintenance not only makes it considerably easier to maintain floors, but permits the keeping of accurate cost records, permitting a reduction in maintenance cost. In fact, many institutions have been known to cut their floor-maintenance cost in half by using well-planned, systematic methods, and at the same time producing beautiful, sanitary, and well-preserved floors."

The author discusses the various types of floors and flooring and their construction. He not only deals with wood, terrazzo, marble, slate, tile, cork, linoleum floors, but enters also with great thoroughness into floor treatments, and the specifications for floor finishes and the like. Space is given to the kind and variety of utilitarian and time-saving tools to be employed in the cleaning and maintaining of floor areas.

The appendix provides detailed specifications to be employed in the purchase of cleaning apparatus and supplies which is effective and ultimately economical.

Goode's Base Maps

Edited by Henry M. Leppard. The University of Chicago Press, Chicago, Ill. Dr. Goode's series of base maps have been used for many years in schools and colleges. It is encouraging to note that since the originator's death, the series has been carefully revised under the direction of Dr. Henry M. Leppard.

Recently four entirely new maps have been published: The World, Caribbean America, the United States, and China and Japan. Five charts have also been issued: a climatic chart, a weather chart, a climograph chart, metropolitan Chicago, and the Atlantic region.

(Concluded on page 72)



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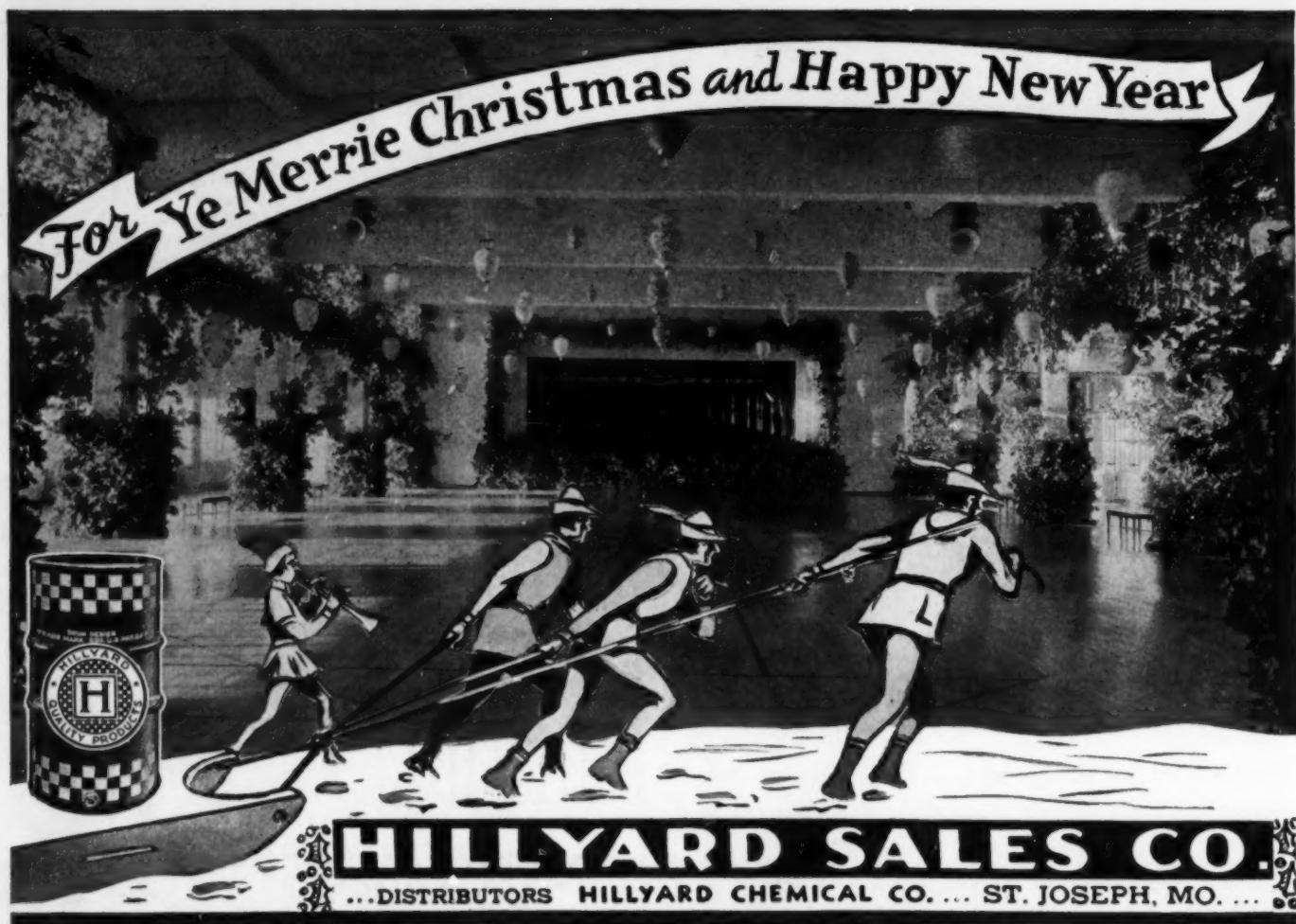
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(Concluded from page 70)

Standard Methods Adopted for Centrifugal Fans and Blowers

Paper, 6 pages. Issued by the National Association of Fan Manufacturers, Detroit, Mich. A new consolidated bulletin, containing information on standard methods adopted by the National Association of Fan Manufacturers for centrifugal fans and blowers. The subjects treated include standard methods of designating discharge and rotation for centrifugal fans and arrangement of drive; comparison chart for commercial fan sizes of the blade design, both single and double width; and operating limits for Class I, II, III, and IV fans.

Otis Quick-Scoring Mental Ability Tests

Beta test for grades four to nine, price, 85 cents; Gamma test for high schools, price, 90 cents. World Book Co., Yonkers, N. Y.

The Beta and Gamma tests are revisions and extensions of the widely used Otis self-administering tests. A new method of stencil scoring is provided by which the tests may be scored even more rapidly than the earlier forms. The material includes test forms A and B, the scoring key, record, sample test, and manual of directions for teachers.

How to Organize a Student Activities Fund

By Charlotte M. Schaevel. Price, 50 cents. Published by the author, at Peterborough, N. H.

This monograph has been prepared by the author for the benefit of high-school principals and others who are responsible for accounting for money raised and expended by students in extracurricular activities. The system has been devised to centralize the system for accounting of student funds, to simplify the banking of funds, and to provide a continuous account for all funds handled.

Who Knows

By Julia L. Hahn. Paper, 48 pages. Price, 28 cents. Houghton Mifflin Company, Boston, Mass.

This little primer is intended for use between the pre-primer and the primer of the Child Development Readers. It includes a vocabulary of only 45 words, which are repeated in the primer. The subject matter is based almost entirely upon child interests and experiences in the home, in the garden, with animals. The earlier pages develop one idea through a picture and one or two brief sentences. As the child progresses, less dependence is placed upon the illustrations, and more upon the text to be read. The illustrations are in full color.

The Pacific and Its Problems

By Donald R. Nugent and Reginald Bell. Cloth, 234

pages. The American Council, Institute of Pacific Relations, San Francisco, Calif.

A guide for the study of economic and political conditions in the countries of the Pacific, with especial reference to international relations.

Publicity Primer

By Marie D. Loizeaux. Paper, 64 pages. H. W. Wilson Company, New York, N. Y.

The author designates this booklet "an A-B-C of 'telling all' about the public library." It is in fact a very suggestive discussion of the underlying principles and the most common techniques of publicity for city libraries.

While school publicity and library publicity have many common elements, there are important differences. The schoolman who carefully reads the present primer will get a very much better perspective on his own publicity program and his own techniques than he could get by studying recent literature on school interpretation.

Teacher Tenure Legislation in 1937

Paper, 39 pages. Price, 25 cents. Issued by the Committee on Tenure of the National Education Association, Washington, D. C.

The pamphlet consists of a state-by-state review of the 1937 legislation affecting teachers' contractual status. The last part of the report consists of reproductions of the text of tenure laws enacted during the sessions up to September, 1937.

According to the report, new tenure provisions were enacted in ten states. In four states, the existing laws were revised or extended; in three states, the tenure measures protect to a limited extent. Continuing contract laws were passed in three states. The Michigan law is permissive in nature and depends for its application upon the action of the voters.

State School Legislation in 1937

Paper, 21 pages. Bulletin of October 1, 1937, of the research division, National Education Association, Washington, D. C.

The pamphlet consists of a state-by-state summary of legislation considered, passed, and defeated. The report shows that legislation was enacted in 44 states (information lacking from four southern states). A total of 21 states considered tenure legislation and bills were enacted in eleven states. Minimum-salary laws were passed in four states and defeated in three states.

Increased state support of schools was a notable result of the 1937 legislation. Fifteen states increased their appropriations from general funds, and as many more states passed new or revised tax laws designed to benefit

the schools. Sales-tax legislation affecting the schools was enacted in nine states. Seven states amended the laws to increase the yield, or allocated a larger share of the proceeds to schools. Income-tax legislation affecting school revenues was passed in four states. Colorado enacted a new income-tax law requiring the use of the net proceeds for the reduction of the school property taxes. Constitutional amendments favorable to schools were approved by a number of state legislatures. New or revised equalization laws were passed in at least three states.

The Organization and Procedures of the Business Division, Baltimore Public Schools, Baltimore, Md.

Paper, 36 pages. Published by the board of education, Baltimore, Md.

The pamphlet traces the organization of the school department and its relation to the city government. It then explains the activities of the business department, the growth of the physical plant, the maintenance of buildings, the operation of buildings and grounds, the functions of the division of supplies, and the activities of the accounting division. A large number of tables and graphs are used to illustrate the descriptive material.

Training New Drivers

Paper, 15 pages. Published by the safety and traffic engineering department of the American Automobile Association, Washington, D. C.

This pamphlet is intended for use in secondary schools as a means of encouraging safe driving practices. It includes a teacher-training program, supplementary teaching service, road instruction technique, standard achievement tests, and testing devices to detect physical or mental deficiencies that affect driving.

The Case for More Objective Tests in Higher Education

By Frederic D. Cheydeur. Paper, 9 pages. A reprint of the Bureau of Guidance and Records, University of Wisconsin, Madison, Wis.

A report on objective tests in higher education, showing the results of the amalgamation of the old- and new-type test, which have greatly increased the reliability and validity of the old-type or essay examination. The purpose of these tests was to improve instruction and to allow students properly prepared to meet the language requirements for various courses or degrees in less time than that of the usual system by the accumulation of credits.

Good Habits

By W. W. Charters, Dean F. Smiley, and Ruth M. Strong. Cloth, 181 pages. The Macmillan Company, New York, N. Y.

These health texts are for the third and fourth grades.

December, 1937

SCHOOL BOARD JOURNAL

73

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School Board News

♦ Miami, Fla. The reorganization of the business department of the Dade county schools will be carried into school district budgets next year. A new program is being prepared, under the direction of James T. Wilson, county superintendent. In departmentalizing the system, a separation of teaching activities from the purely operating functions will be more thoroughly applied to the annual budget. The budget distribution will be carried out in the school districts in such a way that definite information may be obtained on the operating cost in any particular school. In allocating the budget to the district, it will mean the setting aside of direct tax levies in each district, and then on a pupil-percentage basis, apportioning the general funds to the districts. The system is expected to indicate more certainly the increasing demands of the school district and will enable planning for five years in advance.

♦ The Bradley rural school district, in Camden township, Michigan, has had an all-woman school board for the past three years. The board members are all married women who live on adjoining farms. "Women know how to make the pennies go farthest and keep within a budget," says Mrs. Fred Harmon, president of the board, and the mother of five children. Under the women's regime, a new furnace and electricity have been installed in the schoolhouse, the building has received a coat of paint inside and out, a new floor has been laid, and coat closets and cupboards constructed. A mothers' club has been organized and monthly community nights inaugurated.

♦ Springfield, Mass. The board of education has approved the adoption of a new-type report card for use in the elementary grades. The new card provides for a new system of marking. The

grades are S, satisfactory; N, needs improvement; E, excellent; U, unsatisfactory.

♦ The Elkton independent school district of Elkton, Ky., and the Todd County board of education, at a recent meeting, voted to consolidate the two districts, making the territory a part of the county school system. The action followed the approval of a WPA project, calling for the erection of a county high school, at a cost of \$80,000. Of the total amount, \$25,000 will be provided in the form of a WPA grant.

♦ Lowell, Mass. The Smith elementary school, comprising ten classrooms, was opened for the first time in September.

♦ The Lower Merion Township school board in Cynwyd, Pa., has disposed of a school-bond issue of \$950,000, with interest at 2 1/4 per cent. The proceeds of the bond issue will be used for the construction of a junior-high-school building.

♦ Chicago, Ill. A committee of school-board members and industrial engineers has departed on a trip to Los Angeles and San Francisco, to study two of the country's leading trade schools. A survey will be made of schools of that type as a basis for planning the proposed two-million-dollar trade school in the city.

♦ Goose Creek, Tex. Bids have been received for the five projects included in the \$454,000 building-improvement program.

♦ Janesville, Wis. The school board has recommended that the city council appropriate \$850,000 for new school construction. An architect will be selected to prepare plans for the proposed buildings.

♦ Peoria, Ill. The board of education has begun plans for remodeling the school administration building to provide additional office space.

An appropriation of \$10,000 has been made to cover the cost of the remodeling work.

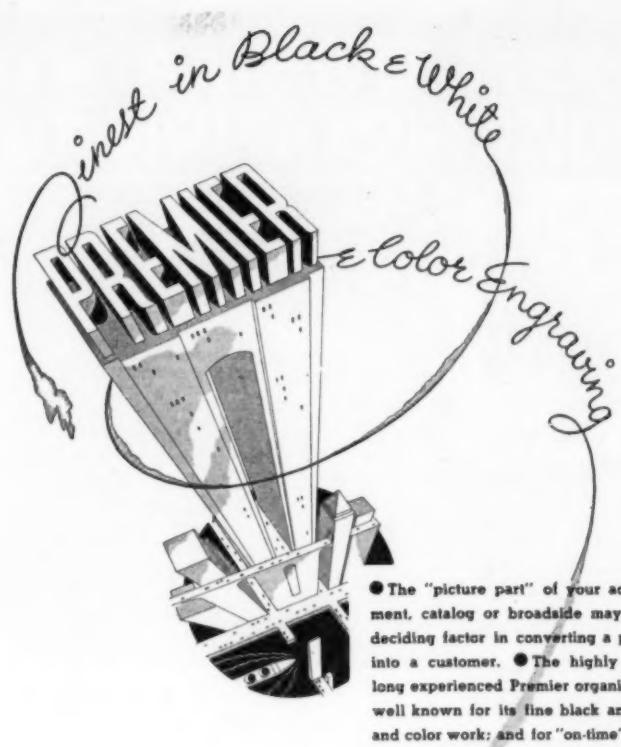
♦ Hutchinson, Minn. Bids have been received for the construction of an elementary-and-junior-high school, to cost \$360,000. The building is a PWA project, for which the government has provided \$161,000. Messrs. Pass & Rockey, of Mankato, are the architects.

♦ Peoria Ill. The board of education has approved a new insurance plan, through which all school insurance will be handled by the finance committee, with the aid of the Peoria Insurance Agents' Association. The insurance agents' association must submit a contract to the board, in which is outlined the services to be offered, and the basis upon which insurance premiums are to be apportioned among the insurance agencies of the city. If in any year no insurance association is in existence, or the association fails to submit a contract, then the finance committee is authorized to obtain insurance coverage for that year in whatever manner and through whatever source appears to be most prudent.

Under the plan, it is expected that the number of policies will be reduced from 300 to approximately a dozen. Commissions will be divided *pro rata* among all the agents in the city according to the amounts they pay toward the fire-department tax on insurance written by them.

♦ New York, N. Y. The board of education is contemplating a plan, seeking to establish a free in-service training course for custodial engineers and other janitorial employees.

The course, prepared by the board of superintendents, deals with the improvement of the care and management of school buildings and premises. Attendance in the classes is voluntary and will be limited to fifty persons in each of the three boroughs. The first course is a short-term unit of six weeks of two hours each, conducted in three borough centers. Instructors in the classes have been drawn from the ranks of the custodial



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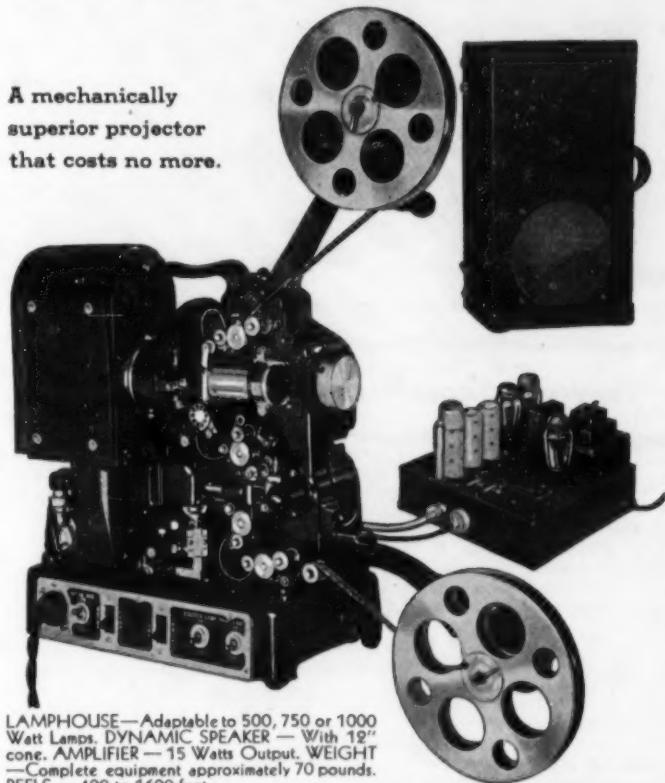
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News of Superintendents

• **Supt. H. M. COULTRAP**, of Geneva, Ill., was honored with a special anniversary dinner marking the twenty-fifth anniversary of his election as head of the city schools. At the conclusion of the dinner there was a program of speeches, in charge of R. C. Bennett as toastmaster. An interesting biographical sketch of Mr. Coultrap was read by Forrest Crissey, a writer of national reputation.

• **Supt. W. W. BORDEN**, of Whiting, Ind., has been re-named as a member of the Commission on Institutions of Higher Education.

• **Mr. D. R. STANFIELD**, of Edison, Ohio, has accepted the superintendency of the Scio schools in Harrison County, Ohio. He succeeds G. S. Jones.

• **Mr. REX PUTNAM** has been appointed State Superintendent of Public Instruction for Oregon. He was formerly superintendent of schools at Redmond and Albany.

• **Dr. FREDERICK E. DOWNES**, former superintendent of schools of Harrisburg, Pa., died on October 12. He was superintendent of schools from 1905 to 1923, when he retired to enter upon a commercial career.

• **Mr. JERRY J. VINEYARD** has been elected superintendent of schools at Nevada, Mo. He succeeds Wade C. Fowler.

• **Mr. B. VANDER NAALD**, of Mapleton, Iowa, has been elected superintendent of schools at Schaller. He succeeds K. C. Van Orden.

• **Mr. W. J. GRAFF**, of Butler, Mo., has been elected superintendent of schools at Marshall. He succeeds W. M. Westbrook.

• **Mr. BEN COXSON** has been elected superintendent of schools at Yarmouth, Iowa.

• **Mr. A. H. COLLINS** has been appointed State Superintendent of Public Instruction for Alabama, to fill the unexpired term of Dr. J. A. Keller, who has resigned from the office.

• **Supt. W. A. ANDREWS**, Lake City, Minn., has been elected president of the Southeastern Minnesota Education Association, following its meeting on October 22, in Winona, Minn.

• **WADE C. FOWLER**, formerly superintendent of schools at Nevada, Mo., has become a member of the staff of the Missouri State Department of Education. He will have charge of the field of school administration.

• **WILLIAM H. SCHULZ**, superintendent of schools in Eau Claire from 1906 to 1918, died suddenly on October 31, at his home in Winter Haven, Fla. Mr. Schulz was principal and superintendent of schools in a number of Wisconsin cities, and was widely known for his essays, stories, and poems. He was an authority on Indian myths and legends.

• **MR. WILLIAM B. APPLETON**, formerly principal of the senior high school, has been appointed acting superintendent of schools at Leominster, Mass. He will complete the term of the late Dr. W. H. Perry.

• **MR. G. P. CROTWELL** has become superintendent of schools at Jenkinsville, S. C. He succeeds Mr. Ned Crotwell.

• **MR. W. J. GRAFF** has been elected superintendent of schools at Marshall, Mo. He was formerly superintendent at Butler, Mo.

• **MR. J. H. VOSHALL**, of Pittsfield, Ill., has been elected president of the Mississippi Valley division of the Illinois Education Association.

• **MR. BARTLEY OGDEN** has been elected superintendent of schools at Schaller, Iowa. He succeeds B. Vander Naald.

• **DR. PAUL R. MORROW**, of the University of Georgia, has been appointed director of curriculum research for the state department of education. Dr. Morrow has been given a leave of absence from the University to direct the work.

• **DR. HERBERT A. LANDRY**, formerly principal of the high school at Hamden, Conn., has been appointed assistant director of research for the board of education of New York City.

• **MR. ALBERT PATTY** has been elected superintendent of schools at South Hadley Falls, Mass.

• **MR. E. P. SCHINDLER**, of Madrid, Iowa, has been elected superintendent of the Story County schools at Nevada.

• **MR. B. VANDER NAALD**, of Schaller, Iowa, has been elected superintendent of schools at Mapleton. He succeeds K. G. Van Orden.

• **MR. R. H. BRACEWELL**, formerly principal of the high school at Burlington, Iowa, has been elected superintendent of schools. He succeeds W. G. Brooks, who has resigned.

• **MR. C. M. BREWSTER** has been elected superintendent of schools at Sheffield, Ala.

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Personal News of School Officials

• The board of education of Sault Ste. Marie, Mich., has reorganized, with the election of THEODORE B. MCKINNEY as president; MISS BESSIE JONES as secretary, and ROY A. PETERSON as treasurer.

• **MR. CECIL COLLINS** has been appointed superintendent of buildings and grounds at the Beaumont High School, Beaumont, Texas.

• **JULIAN S. WETZEL**, former president of the school board of Indianapolis, Ind., died on October 21, at a local hospital. Mr. Wetzel, who became a member of the board in 1930, served as vice-president and as chairman of the buildings and grounds committee. He was elected president in January, 1933.

• **DR. WALTER A. CRUM** has been elected president of the school board of Richmond, Ind. E. Z. ELLEMAN was named secretary.

• **MR. HENRY S. WHEELER** has been elected president of the board of education at Newport, R. I.

• **MR. DAVID D. LEIB** has been elected president of the board of education at New London, Conn.

• **Kensington, Conn.** The Berlin board of education has reorganized for the year, with the re-election of MR. RICHARD B. PINCHES as president. MR. E. VERNON READ has been elected secretary-treasurer.

• **MR. LLOYD J. VAIL** has been elected president of the school board at Greenwich, Conn.

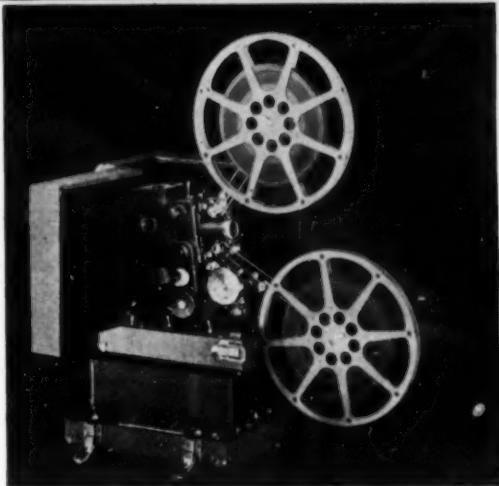
• **MR. MICHAEL T. McGLYNN** has been elected president of the school board at Ridgefield, Conn. **MRS. WILLIAM T. PEATT** was elected vice-president.

• **MR. EDWARD N. DIETRICH** has been appointed State Director of Education for Ohio. He succeeds E. L. Bowsher. Mr. Dietrich is a graduate of Ohio Wesleyan University and holds a graduate degree from Ohio State University.

• **MR. EUGENE O'CONNOR** has been appointed State Commissioner of Education for Alabama. He succeeds W. O. Downs.

• **MR. HULL YOUNGBLOOD** has resigned as president of the school board at San Antonio, Tex. Mr. Youngblood will remain a member of the board.

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SCHOOL ADMINISTRATION

♦ Higher standards and more intensive instruction are expected to result from the new plan of the Chicago board of education to increase vocational offerings in the senior high schools. Mr. William H. Johnson, superintendent of schools, has announced that the plan will be placed in operation shortly. Under the plan, vocational courses will be increased in the school system when and where the pupil demand shows the greatest need. It is estimated that of the 94 per cent of pupils who enter the high schools, only 60 per cent go as far as the fourth year.

Under the plan, pupils entering the trade schools will be required to take two years of academic work first. In the trade schools they will spend one half of each day in shopwork, and one half in academic work. Throughout the work, the aim will be to hold all of the freshmen students in high school. It is believed the aim will be accomplished by stressing the practical vocations for those who do not take the college courses.

♦ East Tawas, Mich. The board of education has voted to excuse pupils from the schools for religious instruction.

♦ Holyoke, Mass. The school board has approved a course in retail selling for store employees. The classes will begin on January 1, 1938.

♦ Medford, Mass. The school board has approved a new salary schedule for lunchroom workers. The schedule represents an increase in pay from \$17 to \$20 per week, for a 40-week period. The former schedule was on an hourly basis.

♦ Topeka, Kans. Mr. W. N. Van Slyck, principal of the high school, in co-operation with Lloyd W. Chambers, vocational counsellor, has inaugurated a sophomore orientation program in the high school this year. Under the plan, all new students and sophomores meet regularly for a series of conferences with members of the faculty, who explain the aims of the school, and

the opportunities presented. A series of vocational meetings have been arranged, and these take on a novel turn. A series of skilled lecturers have been engaged to speak on phases of self-diagnosis. This is intended to help the student decide for himself the vocation for which he is best fitted. Private conferences with a man or woman in the chosen field will be arranged.

♦ Orange, Mass. The school board has approved a recommendation, calling for an increase from \$9 to \$12 a week for luncheon workers.

♦ Omaha, Nebr. Report cards, in regular use in the schools for the past three years, have been pronounced successful by the teachers and parents. The reports do not carry the grades, but contain only the teacher's comment on the pupil's progress.

♦ Dean Ned H. Dearborn, of New York University's division of general education, in his annual report to Chancellor Harry Woodburn Chase, points out that admissions, grades, discipline, and examinations must be completely revised within the next generation, if America is to accommodate an estimated 50,000,000 adult learners. Speaking on the subject, Dr. Dearborn said that professional educators must brush away the cobwebs of tradition, and must learn that full-time teachers are by no means necessary in all cases. New standards of certification must be devised. Admission requirements must be reborn. Programs of research must be expanded to determine effective ways of finding the interests and needs of groups of adults.

♦ The science section of the Michigan Schoolmasters' Club, has voiced a recommendation that some individual laboratory work be made part of every course in science on the high-school level. The Science Section views with concern the increasing tendency in many high schools to diminish, or eliminate, individual laboratory work in connection with courses in science, particularly those for dull normal pupils. The statement is signed by Francis D. Curtis, chairman. University of Michigan, and Floyd I. Leib, secretary.

Michigan State Normal College.

♦ Through the California plan for trade and industrial education, the evening school of Burbank, Calif., and the Lockheed Aircraft Corporation have pooled their facilities for the benefit of both. As a result, twelve classes have been organized in drafting, tool and die-making, machine-shop work, sheet-metal hand forming, sheet-metal machine operation, aluminum welding, airplane mechanics, elementary drafting and related subjects, template layout, sheet-metal assembly, steel welding, and inspection. The classes have drawn a large enrollment and 200 names are on the waiting list.

♦ Oshkosh, Wis. An advisory committee has been appointed to work with the vocational-school authorities in outlining a course of instruction which will be practical for industry and business.

♦ Westfield, Mass. The board of education has accepted an offer of Burton D. Marsh, a citizen, to establish a yearly prize to be awarded a student in the high school for excellence in book-keeping. The details of the gift are being worked out with the head of the commercial department.

♦ Beloit, Wis. A new report-card system has been introduced in the third and fifth grades of the public schools this year. The system eliminates numerical grades and establishes a system of achievements along mental, physical, emotional, and social lines.

♦ Kendall, Wis. An agricultural course has been introduced in the high school for farm boys.

♦ Danvers, Mass. New courses in principles of accounting and business English have been introduced in the Danversport School. The classes are in charge of E. R. Duncan and N. R. Brown, of the high-school faculty.

♦ The board of education at Burbank, Calif., has purchased two sound projectors to be used in classroom teaching in such subjects as music, drama, foreign languages, and current events. In the past, the schools have been using silent films.

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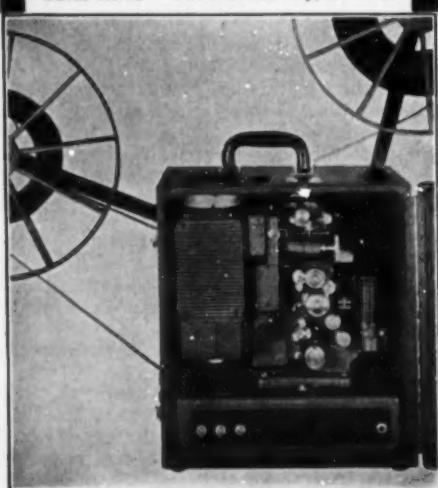


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URGES DEMOCRACY IN SCHOOL PROCEDURE

"It seems very desirable that we as teachers and administrators should do more than we have done in the past in making a joint and co-operative study of our problems."

This statement was made by Dr. Harry A. Brown, superintendent of schools of Needham, Mass., in addressing the first general teachers' meeting of Needham teachers for the year. Dr. Brown pointed out that teachers need to learn how to consider jointly the manifold meanings which grow out of experience and study. "By thinking together creatively," he said, "we need to make a choice of a philosophy of education adequate to the needs of modern schools and appropriate to the times in which we live. We must take more definite steps than ever in the past to think on certain important meanings which are emerging in our profession as well as those which come out of our own study."

Dr. Brown discussed the revised meaning which is now being attached to the concept of intelligence. "I am convinced," he said, "that intelligence is not something which is fixed and unchangeable but that it is distinctly a product of education. It is most important that the schools provide that superior environment in which personality and intelligence best thrive. This means that it is important to have superior schools."

Dr. Brown deplored the present domination of secondary schools by college and university entrance requirements. "We are now building our educational system from the top down instead of from the bottom up."

GROUPING CHILDREN

R. E. Tope, Superintendent of Schools, Grand Junction, Colorado

Occasionally, someone gets confused about ability grouping in school classification. The criticism arises that it is undemocratic. The fact is, it is very democratic because it gives everybody a chance. Ability grouping is a very simple matter. It is observed in athletic sports and contests of all kinds because it would not do to match a 90-pound boy against a 125-pound lad in wrestling, football, or any other contest. The reasonable thing to do is to classify pupils as nearly according to ability as possible. They then can do their tasks and everyone can work up to his ability.

There are great differences among children. The distribution of intelligence is as great as any other traits or characteristics. So in classroom work the same thing is done as in physical activities. In classroom work the spread of intelligence offers a very difficult problem. In any large group many children learn so fast that keeping them busy is very necessary else they become outstanding loafers, or become disciplinary problems because to idle minds Satan is usually more fertile with suggestions for activity than the teacher.

Then adaptation of schoolwork to children who learn slowly is equally difficult. There are children who are unable to master much of the conventional curriculum under even the most favorable circumstances. To get on at all it means much painstaking effort and trouble on the part of themselves and their teachers.

There are only three ways to handle such a problem in classroom work: heterogeneous groups, homogeneous groups, or a plan of complete individualization so that each child may proceed at his own rate. The first is impracticable and the latter is inadvisable because such individualization of work cannot

be done in large classes, and besides the development of children necessitates their functioning as a group in as many of their activities as possible.

School Law.

Schools and School Districts

A school district is a quasi-corporation, and only for governmental purposes, in that it is an organization simply for the purpose of carrying on the schools and for nothing else.—*Ford v. Independent School Dist. of Shenandoah*, 273 Northwestern reporter 870, Iowa.

A school district is a political subdivision of the state for governmental purposes, and is subject to legislative regulations and control, except insofar as the legislature is limited by the constitution.—*Fitzpatrick v. State Board of Examiners of Montana*, 70 Pacific (2nd) 285, Mont.

The fact that funds derived from the sale of school bonds may have been improperly used by trustees did not relieve the taxpayers of the district consolidated with district issuing bonds from liability to innocent bondholders (code of 1933, § 87-305).—*Page v. Sansom*, 192 Southeastern reporter, 203, Ga.

School-District Property

A county board of education may exercise reasonable discretion in leasing school property prior to necessity for its use for school purposes.—*Madachy v. Huntington Horse Show Association*, 192 Southeastern reporter, 128, W. Va.

The minutes of a board of school directors must show on their face in express words, or by necessary implication, the names of directors who voted in favor of the appointment of a teacher and that they constituted a majority of the entire board, and such minutes cannot be supplemented by other testimony to show compliance with a statute providing that an affirmative vote of a majority of all members of the board, duly recorded, showing how each member voted is necessary to constitute a valid appointment of a teacher (24 P. S. § 334).—*Potts v. School Dist. of Penn. Twp.*, 193 Atlantic reporter 290, Pa. Super.

PENNSYLVANIA SCHOOL DIRECTORS WILL MEET IN HARRISBURG

The annual meeting of the Pennsylvania School Directors' Association will be held February 2 and 3, in Harrisburg. The officers of the association are at work on the program for the meeting, copies of which will be available in the near future.

The annual secretaries' meeting will be held on February 1.

SCHOOL CONTESTS IN IONIA, MICHIGAN

The public schools of Ionia, Mich., produced three state championship teams during the last school year, and a national team this year.

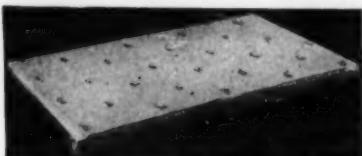
The debating team earned the privilege of meeting the team of the Flint Northern High School at the University of Michigan last May. After defeating the Flint team, the Ionia boys defeated four of the five teams they met in the national tournament.

At the state meeting of the Smith-Hughes agricultural boys, held last spring at the Michigan State College, the first awards in stock judging and dairy judging went to the teams representing the high school. Two teams competed in the national judging contest held in Kansas City. The Ionia dairy judging team won first place.

BOARDS OF EDUCATION

♦ Fort Worth, Tex. The board of education has approved a resolution, providing for the fingerprinting of school children, with the written permission of parents. The project is being sponsored by the business and professional men's American Legion post.

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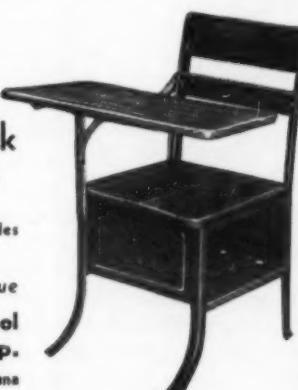
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JOE

(Concluded from page 16)

kept his four sons at home till they're grown. Let Joe play basketball this winter; better still, come in and watch him play. You'll get a kick out of it yourself. I can easily make him want to come back for his mother's sake, but keeping him home is your job. Will you try?"

"Yes, you bet I'll try," promised Mr. Stewart.

* * *

The Auburn basketball team was playing the Centerville team on the latter's floor one cold January night. Centerville led by four points with only two minutes to play. Among the spectators was Farmer Stewart who had brought a load of players, sitting beside his brother who had a boy on the Centerville team.

Joe Stewart had played in the first half, then was taken out by Mr. Young. With only two minutes left and trailing four points, the Auburn center sprained his ankle and Joe was sent in. The cause looked hopeless, but as Joe went in his father stood up and yelled "Give it to 'em, Joe!"

The referee tossed the ball up at center and Joe Stewart jumped as he never had jumped before. He tapped the ball to his left forward as the signal had designated, and the forward batted it to the guard already in position, who passed it back to the forward now under the basket for a setup. The goal was made and Auburn was only two points behind with one minute and forty-five seconds to play.

Centerville called time out, and in the intermission Joe told his teammates the next play.

"They'll get the tip-off this time and it'll go to their left forward. I know. Shorty, you beat him to it and pass it back to me for play number three."

The play went as Joe had anticipated and resulted in Joe's making the basket from half way down the floor in a perfect loop. Score 21 to 21, and one minute left.

Then an Auburn player fouled a Centerville man who made good on the free throw. Fifty seconds to go and one point behind. Joe Stewart worked like mad to intercept the ball. His father was watching and his cousin was on the opposing team. He must win.

Suddenly he saw Shorty Daniels intercept a pass; instantly the Centerville team broke for their five-man defense but already Joe was half way to the basket. Shorty shot the ball at him in a hard pass, he made a perfect catch, pivoted away from a guard; leaped high in the air and threw the ball with both hands just as the whistle sounded. Score: Auburn 23. Centerville 22.

It was a flat pass, almost too flat, but it caught the edge of the ring and tumbled through. The referee held up two fingers to indicate that the goal counted, since the ball was in the air when the whistle blew.

Joe's mates pounded him on the back until he saw a whole constellation.

"You won the game for 'em, Joe," said his father on the way home. "You won the game and kinda showed up brother Fred's kid. Did 'em good to be taken down once by a smaller school. Son, if you don't play every game the rest of the year I'll throw you in the creek — by George I will!"

Fortunately Mr. Stewart never was called upon to fulfill his threat; and when Joe graduated from high school the following year his father presented him with a team of horses and the promise of a quarter interest in the crops for his work.

THE SELECTION OF PRINCIPALS

(Concluded from page 18)

years during the five years immediately preceding the date of examination.

Every human organization is limited in its service to society by the quality of its personnel. Good administration of this personnel may greatly improve and extend the quality of the service. The best procedure which research has developed should be applied to this end.

THE HIGH SCHOOL DEAN

(Concluded from page 32)

cently taken over by the Youth Administration workers in selecting pupils to be placed on the payrolls.

From her contacts with needy pupils, the dean became interested in truancy, often the result of poverty. The child who lacks adequate food, who has no clothes suitable for school and no money for healthful recreation, often becomes a truant. Thus the dean, watching every phase of development, becomes involved in matters of attendance, though seldom handling all attendance officers. But to learn the causes of truancy and tardiness proves so illuminating that the dean finds it well worth her while to investigate these. As her most important reason for being a part of the administration is to "create a fashion" that will raise the character of the school, the dean considers everything that tends to lower standards her business to study and improve. The oversight of the moral, as well as the intellectual and social life, becomes a duty of utmost importance.

Under the heading of moral falls a wide variety of work such as discussing problems with pupils and their parents; directing girls to make better home, school, and social adjustments; pointing out mistakes in conduct; dealing with pupils who have shown themselves poor school citizens. Character-training opportunities sometimes are incidental, but often must be made. The dean must be on the lookout for both types. Problem cases offer her an excellent chance to do individual work; while drives, campaigns, assemblies, field days, and the like, present opportunities for group teaching of responsibility and co-operation.

The dean's place in the administration bears, therefore, somewhat the relation that a hub bears to the spokes of a wheel. The educational, the social, the character spokes branch out to the circumference represented by the pupils. The stronger the dean, the stronger the whole organization.

HOW THE SCHOOL BOARD MAY FUNCTION FOR A GOOD SCHOOL

(Concluded from page 20)

courage the newspapers to keep the people informed about their schools. The interpretation of the schools is a duty of every board member, just as it is an important function of the superintendent.

How to Judge the Efficiency of Your School

It is not difficult to tell whether a school is efficiently managed. An efficient superintendent is one who gets things done without too much friction. If teachers, patrons, and pupils in general approve his objectives and his methods, he usually is capable and effective. He must keep abreast of the times and know what is new in the educational field and try out and apply those new principles, methods, and plans that will fit the school system. If he is interested in his work, attends school meetings, and an advanced institution occasionally, and is not afraid to try something new, he is in all probability administering your school as it should be. Remember that no superintendent is a failure until he quits trying.

A ready test of the efficiency of any school system is its standing in the eyes of the state department accrediting agencies. These agencies set up standards for good work and require efficient teaching and sufficient material and equipment for good work. The board member who has the assurance that the state department and the leading accrediting agencies are well satisfied has incidentally a strong argument to answer local school critics.

If teachers like the school and want to stay in it, and if pupils like to go to school, it is an indication that the school is efficiently operated. Good teachers don't like to stay in a school that is poorly disciplined, poorly organized, and badly managed.

The library is an extremely important unit of any school and should not be neglected. See that someone has charge of the library and is responsible for the care and the circulation of books. If at all possible, a full-time librarian should be employed. The superintendent should direct the purchase of all books for the library, because he knows what books are suitable for schools. Spend a liberal amount each year on the library. There is little possibility of getting too many good books in the school library.

In conclusion, school-board members should take their work seriously and always be alert for the best interests of the school. The office of school-board member is the most important of any elective or appointive official in the community. Civilization depends upon the product of the schools, and these are usually what the school-board member makes them.

PROGRESS OF ADULT EDUCATION IN FORDSON SCHOOLS

Under the supervision of Supt. Harvey H. Lowery, adult education in the Fordson schools at Dearborn, Mich., has reached a new high peak this year. The community has shown increased interest and co-operation in the building of an adult-education program. A number of new classes have been formed in such subjects as blueprint reading, pottery work, clay modeling, electricity, public speaking, and accounting.

The program is in charge of a staff of fifty teachers who teach a variety of courses ranging from trigonometry to dancing, and from welding to creative writing. The huge plant of the Fordson High School is in use each Tuesday and Thursday evening.

MANUAL TRAINING BENCHES



PRACTICAL
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50 Different Models
A Bench for Every Purpose

Our benches are all made of maple wood mortised and tenoned joints glued and bolted. We do not use glued up lumber in the legs, rails or drawer fronts.

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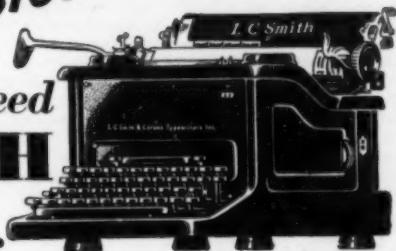
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FOR nearly half a century MILLER keyless padlocks have been the choice of schools, colleges and industrial plants who demand THE BEST. Click or sight operating. Automatic locking. MASTER KEYED IF DESIRED. Handsome appearance. Dependable operation.

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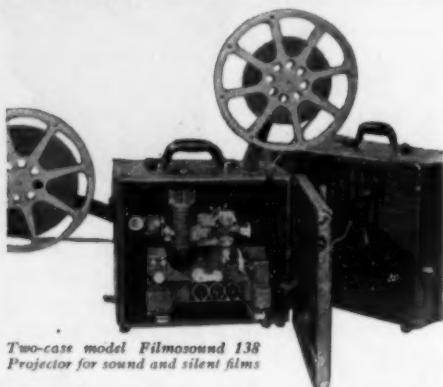
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The Miller Red Dot No. 35

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meet all requirements proposed
by American Council on Education



Two-case model Filmosound 138
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1. Positive gear drive from motor to mechanism.
2. Projection lamp replaceable without tools or gloves.
3. "Metered Lubrication"—independent of the skill of the operator.
4. Helical gears to provide quiet operation and long life.
5. Condenser and reflector removable without tools for periodical cleaning.
6. Micrometer reflector adjustment to compensate for lamp filament variations.
7. Precision construction of the quality which has made Bell & Howell professional equipment the choice of Hollywood and the other film-producing centers of the world.

For full information, mail the coupon below.

• • •

"NEW HORIZONS," a recently published booklet, will familiarize you thoroughly with the new teaching tool, the educational motion picture . . . with its nature, its applications, its values, the technique of using it effectively, and the experiences of educators who are using it. Send the coupon for your free copy. Bell & Howell Company, Chicago, New York, Hollywood, London. Established 1907.

"NEW HORIZONS"
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1814 Larchmont Ave., Chicago, Ill.
Please mail: () "New Horizons"; Complete information on () Filmosound Projectors, () Silent Filmo Projectors.

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School.....
Address.....
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ASBJ 12-37

BELL & HOWELL

After The Meeting

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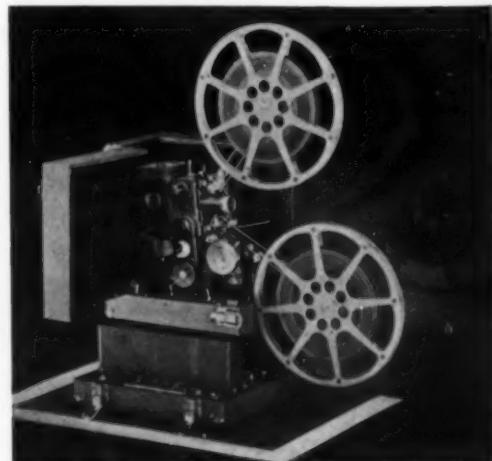
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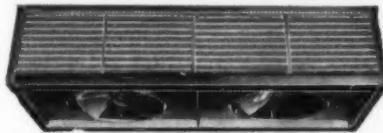
to withstand constant use and entirely portable. The projector which rests on the amplifier, may be operated either open or closed, depending on the acoustics of the auditorium. When the projector is being used for silent films, the amplifier and speaker may be used separately to provide microphone talk and entertainment. An illuminated panel is provided, so that in switching on the amplifier, manipulation is facilitated and there is indication that the current is on. Special attached arms, capable of taking reels up to 1,600 ft., are swiveled to enable instant movement in various positions. An automatic rewind handles 1,600 ft. of film in less than a minute without transferring reels or changing belts. Ample forced ventilation protects all standard prefocused base projection lamps.

The Ampro Corporation has prepared special descriptive information which it will send to any school authority upon request.

* * *

"What, a heater that projects downward? It's impossible," said a schoolman.

"No, a downward heater is a fact, and it represents an important scientific development in uniform heating for public buildings."



Trane Downward Heater.

The Trane projection heater provides efficient, economical heating from a higher mounting point than was possible in the past. It is ideal for schoolshops and gymnasiums where large floor areas must be heated.

The Trane Company, LaCrosse, Wis., has prepared an illustrated circular which is available to any architect or school authority who requests it.

School centralized systems, including public-

address features, have been considered too expensive for many schools in need of these facilities. The Herman A. Devry Company, Inc., 1111 Center St., Chicago, Ill., has available inexpensive systems of this type. Recently, they have announced a special department, which offers free engineering consultation service, layout plans, and advice on prospective installations.

Long experience in the manufacture of sound equipment, and the installation of special apparatus permits this firm to place at the disposal of schools a consultation and planning service.

MR. KONARSKI RESIGNS

Mr. M. M. Konarski, assistant superintendent in charge of business affairs for the board of education at Akron, Ohio, has resigned and gone into business for himself. He has been employed by the board of education of the Kanawha County schools of Charleston, W. Va., as a consultant in their two-million-dollar building project. Mr. Konarski, as a specialist in schoolhouse construction, operation, and maintenance, has had a unique experience in operating the buildings which he designed in Akron. His architectural ability has been enhanced by his practical knowledge of operating problems, and as a consultant, his services will be particularly valuable.

PUBLIC WORKS ADMINISTRATION REORGANIZED

School officials in charge of school-building activities will be interested in the new regional organization of the Public Works Administration under which 81 state directors and state engineers will be replaced by a regional field staff.

The following directors and their jurisdictions will handle all school-building activities:

Region No. 1 comprises Maine, New Hampshire, Vermont, New York, Massachusetts, Connecticut, Rhode Island, Pennsylvania, Maryland, Delaware, and New Jersey. Director, Maurice E. Gilmore, New York City.

Region No. 2 comprises Wisconsin, Michigan, Illinois, Indiana, Ohio, and West Virginia. Director, David R. Kennicott, Chicago, Ill.

Region No. 3 comprises Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, and Florida. Director, Howard T. Cole, Atlanta, Ga.

Region No. 4 comprises Montana, Wyoming, North Dakota, South Dakota, Nebraska, Minnesota, Iowa, and Missouri. Director, Robert A. Radford, Omaha, Nebr.

Region No. 5 comprises Colorado, New Mexico, Kansas, Oklahoma, Arkansas, Louisiana, and Texas. Director, George M. Bull, Fort Worth, Tex.

Region No. 6 comprises California, Nevada, Utah, and Arizona. Director (not appointed).

Region No. 7 comprises Washington, Oregon, and Idaho. Director, Claude C. Hockley, Portland, Oreg.

COMING CONVENTIONS

Dec. 2-4. Progressive Education Association, at Springfield.

Dec. 3-4. New England Association of College and Secondary Schools, in Boston, Mass. G. S. Miller, Medford, Mass., secretary.

Dec. 27-29. Associated Academic Principals of the State of New York, at Syracuse. D. G. Allen, Lake Placid, secretary.

Dec. 27-29. Illinois Education Association, at Springfield. R. C. Moore, Carlinville, secretary.

Dec. 27-30. National Commercial Teachers' Federation, at Chicago, Ill. J. M. Hill, Bowling Green, secretary.

Dec. 27-29. New York State Association of Elementary Principals, at Syracuse. Charlotte M. West, Mt. Kisco, secretary.

Dec. 27-29. Ohio Education Association, at Columbus. W. B. Bliss, Columbus, secretary.

Dec. 27-29. Pennsylvania State Education Association, at Harrisburg. Dr. J. H. Kelley, Harrisburg, secretary.

Dec. 28-30. Modern Language Association of America, at Chicago, Ill. P. W. Long, New York City, secretary.

Dec. 29-31. Music Teachers' National Association, at Pittsburgh, Pa. D. N. Swartout, Lawrence, Kans., secretary.

Dec. 30-Jan. 1. National Council of Geography Teachers, at Ann Arbor, Mich. F. F. Cunningham, Florence, Ala., secretary.

Jan. 8. Massachusetts High-School Principals' Association, at Boston, Mass. W. D. Sprague, Melrose, secretary.

Jan. 18-19. Nebraska Association of School Boards and School Executives, at Norfolk. E. J. Overing, Red Cloud, secretary.

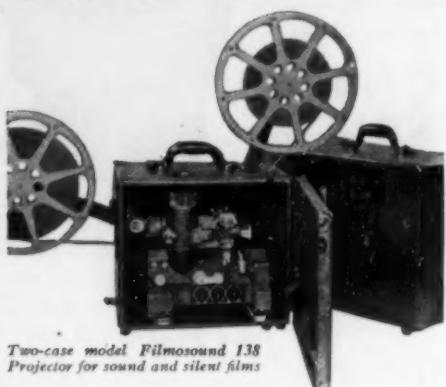
Jan. 20-21. Association of American Colleges, in Chicago, Ill. G. E. Snavely, New York City, secretary.

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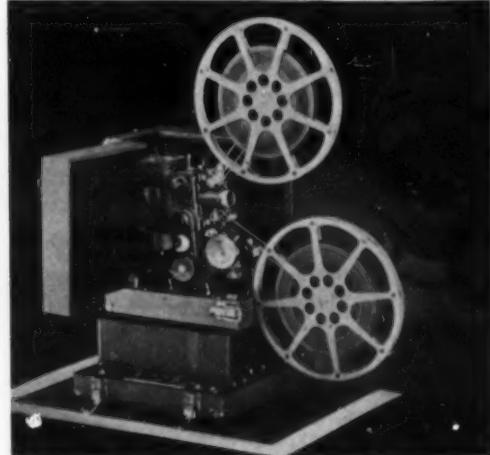
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The Model L projector is sturdily constructed



Ampro 16 mm. Sound Projector.

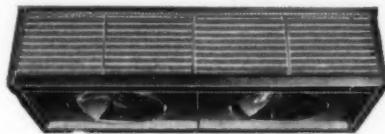
to withstand constant use and entirely portable. The projector which rests on the amplifier, may be operated either open or closed, depending on the acoustics of the auditorium. When the projector is being used for silent films, the amplifier and speaker may be used separately to provide microphone talk and entertainment. An illuminated panel is provided, so that in switching on the amplifier, manipulation is facilitated and there is indication that the current is on. Special attached arms, capable of taking reels up to 1,600 ft., are swiveled to enable instant movement in various positions. An automatic rewind handles 1,600 ft. of film in less than a minute without transferring reels or changing belts. Ample forced ventilation protects all standard prefocused base projection lamps.

The Ampro Corporation has prepared special descriptive information which it will send to any school authority upon request.

* * *

"What, a heater that projects downward? It's impossible," said a schoolman.

"No, a downward heater is a fact, and it represents an important scientific development in uniform heating for public buildings."



Trane Downward Heater.

The Trane projection heater provides efficient, economical heating from a higher mounting point than was possible in the past. It is ideal for schoolshops and gymnasiums where large floor areas must be heated.

The Trane Company, LaCrosse, Wis., has prepared an illustrated circular which is available to any architect or school authority who requests it. School centralized systems, including public-

SCHOOL BOARD JOURNAL

address features, have been considered too expensive for many schools in need of these facilities. The Herman A. Devry Company, Inc., 1111 Center St., Chicago, Ill., has available inexpensive systems of this type. Recently, they have announced a special department, which offers free engineering consultation service, layout plans, and advice on prospective installations.

Long experience in the manufacture of sound equipment, and the installation of special apparatus permits this firm to place at the disposal of schools a consultation and planning service.

MR. KONARSKI RESIGNS

Mr. M. M. Konarski, assistant superintendent in charge of business affairs for the board of education at Akron, Ohio, has resigned and gone into business for himself. He has been employed by the board of education of the Kanawha County schools of Charleston, W. Va., as a consultant in their two-million-dollar building project. Mr. Konarski, as a specialist in schoolhouse construction, operation, and maintenance, has had a unique experience in operating the buildings which he designed in Akron. His architectural ability has been enhanced by his practical knowledge of operating problems, and as a consultant, his services will be particularly valuable.

PUBLIC WORKS ADMINISTRATION REORGANIZED

School officials in charge of school-building activities will be interested in the new regional organization of the Public Works Administration under which 81 state directors and state engineers will be replaced by a regional field staff.

The following directors and their jurisdictions will handle all school-building activities:

Region No. 1 comprises Maine, New Hampshire, Vermont, New York, Massachusetts, Connecticut, Rhode Island, Pennsylvania, Maryland, Delaware, and New Jersey. Director, Maurice E. Gilmore, New York City.

Region No. 2 comprises Wisconsin, Michigan, Illinois, Indiana, Ohio, and West Virginia. Director, David R. Kennicott, Chicago, Ill.

Region No. 3 comprises Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, and Florida. Director, Howard T. Cole, Atlanta, Ga.

Region No. 4 comprises Montana, Wyoming, North Dakota, South Dakota, Nebraska, Minnesota, Iowa, and Missouri. Director, Robert A. Radford, Omaha, Nebr.

Region No. 5 comprises Colorado, New Mexico, Kansas, Oklahoma, Arkansas, Louisiana, and Texas. Director, George M. Bull, Fort Worth, Tex.

Region No. 6 comprises California, Nevada, Utah, and Arizona. Director (not appointed).

Region No. 7 comprises Washington, Oregon, and Idaho. Director, Claude C. Hockley, Portland, Oreg.

COMING CONVENTIONS

Dec. 2-4. Progressive Education Association, at Springfield.

Dec. 3-4. New England Association of College and Secondary Schools, in Boston, Mass. G. S. Miller, Medford, Mass., secretary.

Dec. 27-29. Associated Academic Principals of the State of New York, at Syracuse. D. G. Allen, Lake Placid, secretary.

Dec. 27-29. Illinois Education Association, at Springfield. R. C. Moore, Carlinville, secretary.

Dec. 27-30. National Commercial Teachers' Federation, at Chicago, Ill. J. M. Hill, Bowling Green, secretary.

Dec. 27-29. New York State Association of Elementary Principals, at Syracuse. Charlotte M. West, Mt. Kisco, secretary.

Dec. 27-29. Ohio Education Association, at Columbus. W. B. Bliss, Columbus, secretary.

Dec. 27-29. Pennsylvania State Education Association, at Harrisburg. Dr. J. H. Kelley, Harrisburg, secretary.

Dec. 28-30. Modern Language Association of America, at Chicago, Ill. P. W. Long, New York City, secretary.

Dec. 29-31. Music Teachers' National Association, at Pittsburgh, Pa. D. N. Swartout, Lawrence, Kans., secretary.

Dec. 30-Jan. 1. National Council of Geography Teachers, at Ann Arbor, Mich. F. F. Cunningham, Florence, Ala., secretary.

Jan. 8. Massachusetts High-School Principals' Association, at Boston, Mass. W. D. Sprague, Melrose, secretary.

Jan. 18-19. Nebraska Association of School Boards and School Executives, at Norfolk. E. J. Overing, Red Cloud, secretary.

Jan. 20-21. Association of American Colleges, in Chicago, Ill. G. E. Snavely, New York City, secretary.

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Greetings~



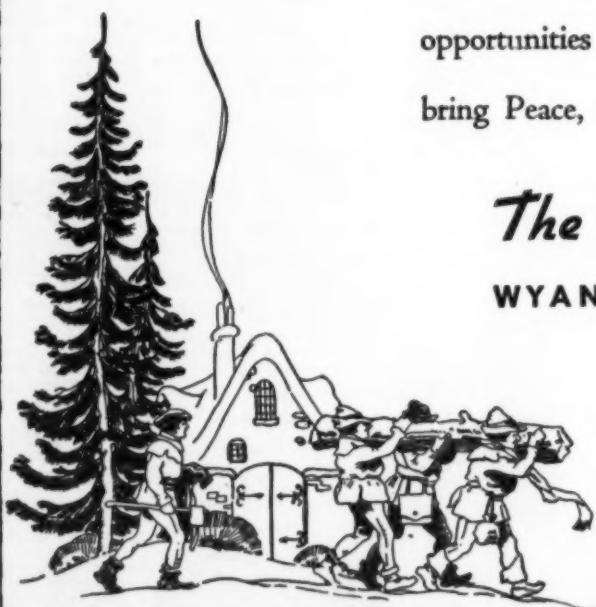
Merry Christmas! Happy New Year!

What a happy arrangement, to have Christmas just before New Year's Day! Christmas is the time to "square accounts" for the year so nearly gone. Disappointments and discouragements are swept away by the flood tide of Good Cheer at Christmas. It brings new Hope and Confidence for the New Year.

This festival of Good-Will gives us occasion to express gratitude for countless friendships, and for the many opportunities given us to serve. May the New Year bring Peace, Happiness and Abundance to all!

The J. B. Ford Company

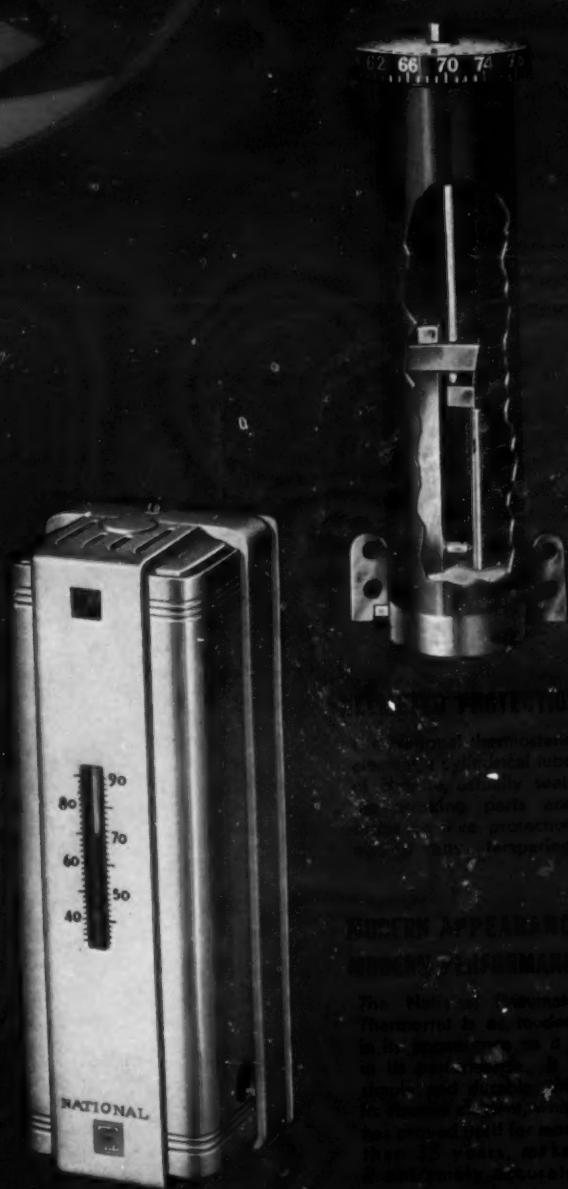
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2. WHAT IS THE EXPERIENCE OF OTHERS? In schools, hospitals, hotels and commercial and industrial buildings of every type the vast majority of installations are SLOAN. Nearly four million SLOAN Valves are continuing to give, day after day, their incomparable service. Check any of the installations near you, or ask us for a list of jobs in your locality.

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